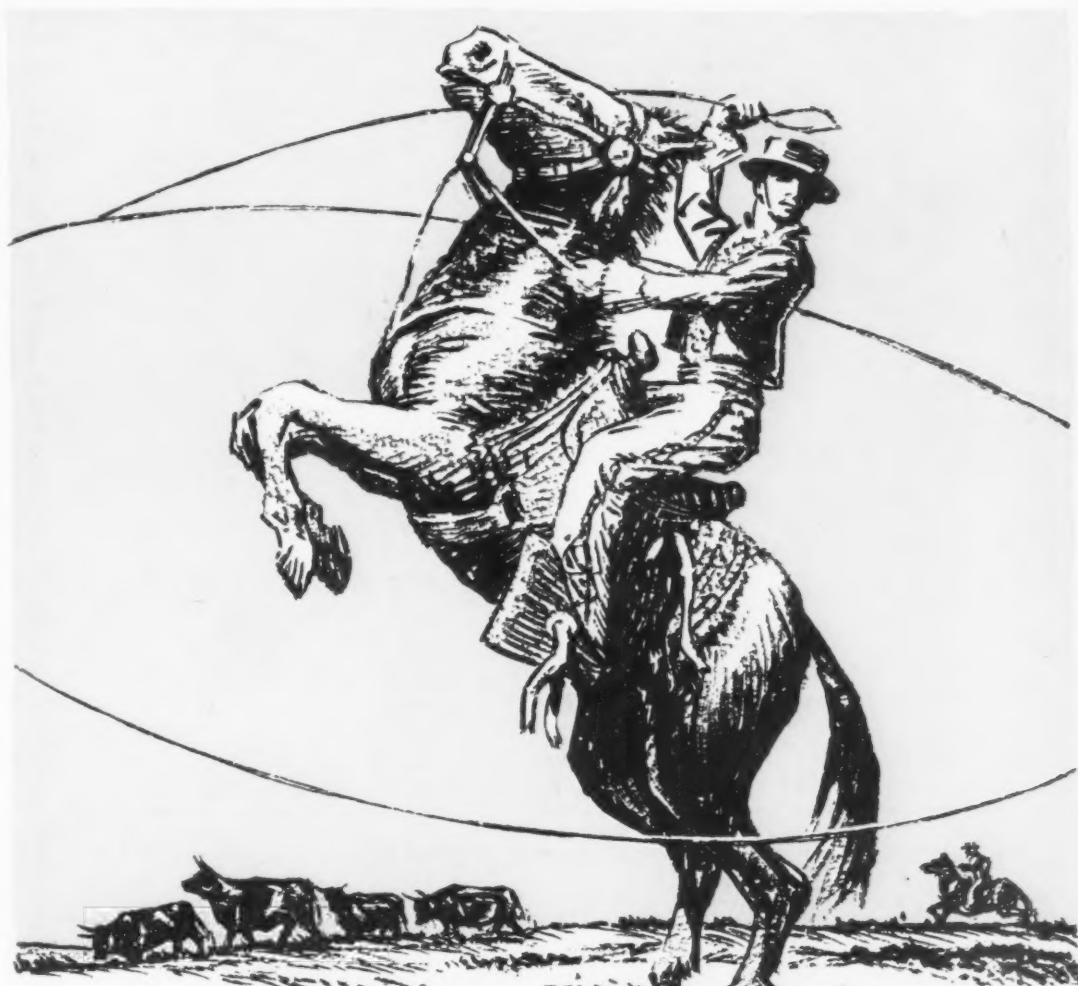


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MAY

1927



R.B.

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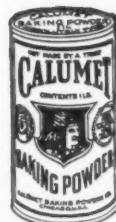
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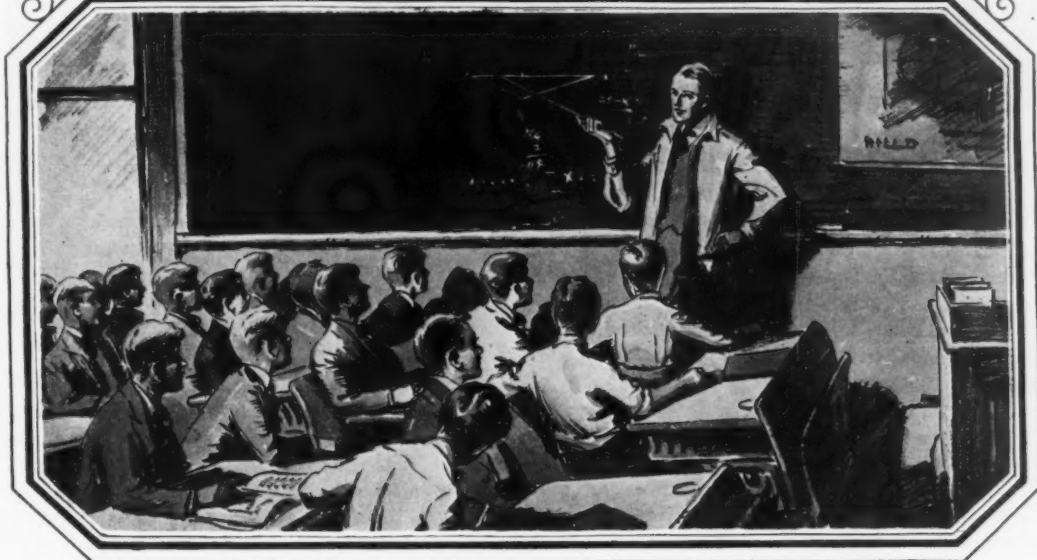


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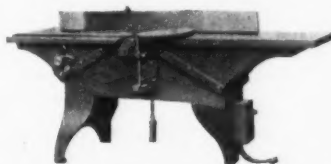
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SIERRA EDUCATIONAL NEWS

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Department of Educational Travel

Summer Tours

JEHIEL S. DAVIS,

Teacher, Van Nuys High School, Los Angeles

SUMMER TOURS are of many kinds. I can pay \$650 and go to Europe. I can pay \$500 and go through the unfrequented spots in Yellowstone. I am asked to pay my expenses and go with some students to Grand Canyon. I am asked to go to Seattle.

Last year and every year it is the same. There are the hikes which are usually short and radiate from home as a base. There are the burro or horseback trips from home or the end of a brief rail trip. Auto trips promise their wide variety. There are the rail trips, including the stages. There are the steamer trips and now the journeys in the air. What to do and how much will it cost?

Teachers are becoming travelers. Some "go on their own." Others pay in advance and are conducted. If half the high school teachers of

a single California school district (Los Angeles) should take a \$400 trip, they would spend \$5,000,000. Such a trip is not an unusual one.

California teachers are greater travelers than teachers in general. Are we getting our money's worth in joy and in benefit? Which kind of trip pays best? Should one "go on his own" or be conducted?

N. E. A. Convention

That trip to the N. E. A. convention in Philadelphia, to which we who were delegates were treated, comes to my memory first. It was, in a sense, cooperatively "conducted." We each told the others the interesting things each knew about the passing landscapes. A party on such a trip tour gets well acquainted and has a deal of social fun. There is always the observation-car loving couple, the funny stories, and the fortune teller. If the trip is properly done, Sir Oracle keeps us posted on the name of the next station, its elevation, leading industry, climate, historical setting, and other details.

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Whether you want to be relieved of the planning and of studying the places out for yourself, or want the fun of the crowd on a schedule or prefer to do it alone will determine. Long steamer trips often develop the best features of both.

Auto trips may savor of the party type when several cars go together. There is apt to be

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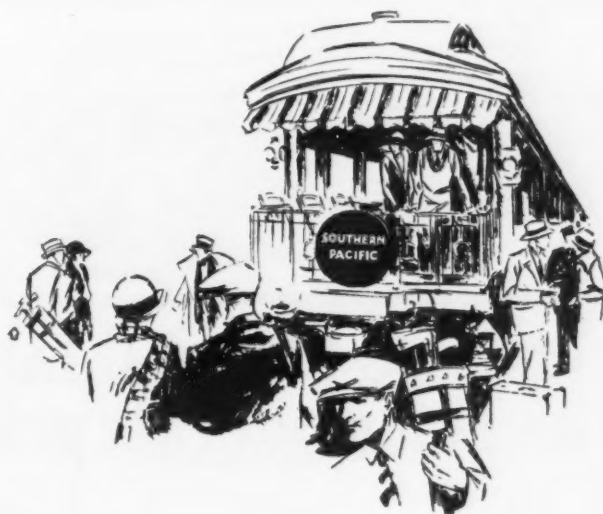
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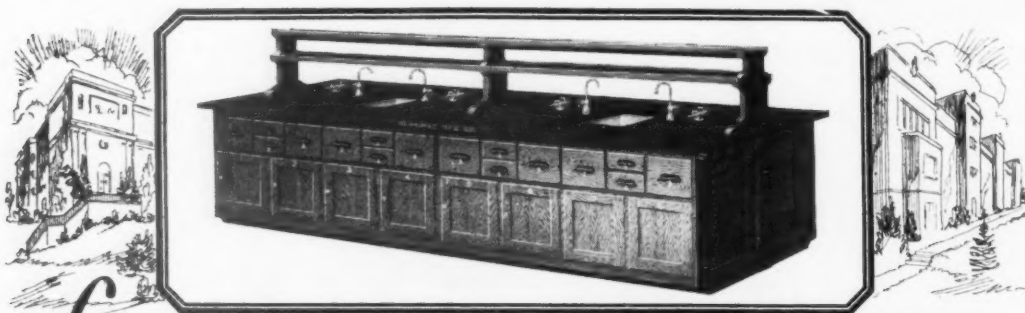
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VAUGHAN MACCAUGHEY.....*Editor*

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Courtesy Rainier National Park Company

Mount Rainier



EDITORIAL



SOME 16 years ago Hiram Johnson was serving his first term as Governor of California. Shortly after the Legislature assembled the present writer paid his first official visit to the Governor.

RETROSPECT IN LEGISLATION

We explained to the chief executive that we did not come to Sacramento to maintain a lobby. We were there in the interest of the entire state. Our Association, we explained, was, after thorough study and investigation, presenting for legislative action only a small number of important measures having state-wide application. We were not interesting ourselves in purely local issues. Moreover, we realized the danger of multiplying laws. We were as much concerned in keeping from the statute books unwise, unnecessary or harmful laws as we were in enacting new legislation.

Such a pronouncement seemed to stun the Governor. He was skeptical. His experiences had taught him to distrust anyone who came seeking legislation. All such were as Greeks bearing gifts. But Governor Johnson's attitude soon changed. Governor and legislators alike realized that the teachers had nothing to "put over." As a result legislators sought the advice of school representatives on bills pertaining to educational matters.

All of this was in direct opposition to what had been taking place in previous Legislatures. In the earlier days and before the re-organization of the California Teachers' Association, every county, every city, every teaching group,

had its own legislative program. Frequently the legislative demands from one locality were at cross-purposes with those from another. No wonder it was then difficult to secure constructive legislation, such as has been enacted during recent years.

This present legislative year it was especially to be desired that there should be harmony of action on the part of all educational forces of the state. With a governor entirely friendly to the best interests of education and a legislature made up for the most part of those who were favorable to the schools, and with a plan of re-organization of the state department before us, it was eminently to be desired that no disaffection should creep into the teaching ranks. To that end there was planned a conference of the Joint Education Committee of the school superintendents of the state, and of the California Council of Education. To this conference there were invited representatives of any and every teaching group in the state. It was supposed, therefore, that the program planned at this conference would be regarded by all teaching groups in the state, as final.

Unfortunately various groups of teachers at subsequent conferences have disapproved certain items in the general working program. As a result the feeling is abroad at the Legislature that if the teachers themselves cannot agree, they should not bring their troubles to Sacramento. We found ourselves this year in a most untenable position, therefore. Take, for example, the tenure situation. With a tenure law now upon

the statute books, held to be unconstitutional, it is highly desirable that we enact a tenure law that will at least prevent any backward step.

Teachers representing certain groups came to Sacramento in opposition to the proposed tenure bill. With these dissenters in evidence and working with the legislators, it seemed to be necessary for the proponents of the measure also to have their representatives at the State Capitol. This has resulted in a situation somewhat akin to that which prevailed in former days, where a large number of teachers were mobilized at Sacramento lobbying on different sides of a question. This has meant much loss of time on the part of many of our best school people and the expenditure of a considerable amount of money.

President Keppel, as chairman of the Legislative Committee of the Council of Education, and of the Legislative Committee of the Convention of City, County and District Superintendents, has been in a position to have these committees work in complete harmony. In the past, too, the Council of Education has sought the advice and cooperation of the State Department so that all forces have worked together as a unit. There was a time when the State Department of Education initiated and carried through its own program of legislation. Likewise each county or city school official sponsored certain bills and the teachers worked independently. In recent years, largely through the efforts of the Council of Education, all forces have worked together. It is to be hoped that such plan will be followed in future. It is unfortunate that any question should be asked, as has been frequently asked this year by a senator or an assemblyman in committee, as to whether a certain bill was a Department of Education bill or a

bill sponsored by the teachers. No bill should be proposed that does not have the backing of all educational forces.

To this end hope is expressed that no effort will be made for the State Department of Education, the Convention of School Superintendents and the organized teachers of the State, to sponsor each a separate type of legislation. Representatives from all of the educational forces should work as a unit. Only in so doing can we present an individual front for educational advance in California.

A. H. C.

* * *

THE Tenure Bill (A. B. 570, Little) passed the Assembly some time ago with a vote of 47 to 30.

The bill then went to the Senate Committee on Education where it received

numerous amendments, satisfactory to all. One amendment, however, regarding exclusion of chartered cities, was opposed by certain educational groups.

While in the Senate Committee an additional amendment was made to the bill providing for appeal by dismissed employees to the State Board of Education for re-hearing, the decision of such board to be final. This amendment was introduced in lieu of the provision that no person should be deprived "of his rights and remedies in a court of competent jurisdiction on a question of law." In its amended form the bill passed out of the Senate Committee on Education to the floor of the Senate, where on April 12 the bill was passed without opposition by a vote of 34.

The bill has been returned to the Assembly for concurrence in the amendments but has not been brought to the floor at this date, there being question in the minds of certain educational

groups on the provision providing appeal to the State Board of Education. Therefore the bill is now before a conference committee. The results will be known, of course, before this statement reaches our readers.—A. H. C.

* * *

SABBATICAL Leave Bill has been held in abeyance for some time. Effort has been made to secure opinion from the office of the Attorney-General as to whether the bill was constitutional, claim being made that the salary provision for a teacher on leave was in the nature of a gift. Apparently no court decision has been rendered that will throw light upon this matter, although the principle of sabbatical leave is recognized in numerous states. It has therefore been thought best not to hold the bill longer in the Senate. It was passed out of that body April 12, with no dissenting vote.

The bill is now before the Governor and no doubt will receive his signature if he is convinced that the bill is constitutionally sound.—A. H. C.

* * *

IHOLD it an indisputable maxim, declared Rousseau, that he who has only seen one race of people, instead of knowing Man, merely knows the people with whom he has lived.

The teacher who, through **SUMMER TOURS** out most of the year lives with a group of children, within the four walls of a classroom, has particular need for seeing many "races of people" and many new things. The psychic drain of teaching, the continual discharge like that of a battery makes it particularly necessary that the teacher have frequent fresh contacts and experiences.

Narrowmindedness, prejudice, provincialism, intolerance, are doubly dangerous in the mind of the teacher. We may deplore these traits in others, but for the teacher such traits are a curse, both to himself and to his pupils. This because teaching, in the final analysis, is a spiritual process. It is the transmission of personality. As is the teacher, so are the pupils. Therefore kindly tolerance, quick sympathy, wide understanding of human needs and aspirations, respect for the opinion and integrity of others,—these are the attributes of the real teacher.

The summer season offers the teacher a marvelous opportunity, possessed by few other groups of workers, for travel and self-improvement. The teachers' summer tour is not mere idle lounging, but is an adventure in the Larger Life. Travel, of course, does not automatically guarantee breadth of vision nor freedom from prejudice. Many globe-trotters are shallow, bigoted, and uneducable. But, by and large, those persons who have traveled with open mind and honest gaze, have enriched their lives, quickened their minds, and illumined their souls. "Fain would I travel to some foreign shore," sang Dryden, "so might I to myself, myself restore."—V. MacC.

* * *

GRIGSBY TENURE CASE came on appeal before the Supreme Court at San Francisco on April 7. Twenty days have been allowed for appellant to file a brief following which the respondents have also twenty days in which to file. The attorney for the C. T. A. is now working on a brief, preparatory to filing.

It will be recalled that the Superior Court in Napa County held in the Grigsby case that the present tenure law was unconstitutional because discriminatory. That is, it applied to teachers in schools of eight teachers or more and did not apply to teachers in schools of seven teachers or less.

Buying School Supplies

C. B. KELTY

Business Agent City Schools, San Bernardino, California



BUYING school supplies is a matter to which may be applied but few hard and fast rules. Large districts and small, rich districts and poor, each have different problems to meet. The employment of special supervisors in the larger districts also complicates the decisions as to quantity, quality and range of supplies to be purchased.

There are five fundamental points, however, that all districts should observe when buying supplies. These points are: (1) WHAT TO BUY; (2) HOW MUCH; (3) WHAT QUALITY; (4) HOW; (5) WHEN. Every district, large or small, will find that their dollars go farther, that deliveries of supplies will be more prompt, and that there will be fewer substitutions on their lists, if the following suggestions are observed:

WHAT TO BUY?

We want paper of several different kinds and sizes, pencils, pens, crayons, etc., but we can't stop there. Let me point out the errors that may occur in ordering a single item—foolscap. Foolscap can be bought in full-size double sheets, full-size single sheets, half-sheets with no margin at the top, half-sheets with a margin at the top, with lines spaced $\frac{3}{8}$ ", $\frac{5}{8}$ " or wider, it can be of 12, 16 or 18 pound stock; the reams may contain 480 or 500 sheets. Thus there are 12 specifications on a single item. Any one can be omitted. In many cases they are all omitted!

It is impossible in many cases to determine what is wanted, unless detailed specifications are given. I received a list last year which read: 10 reams foolscap, 2 gross pencils, 12 reams scratch paper, 5 boxes chalk. Neither I nor the dealer could judge whether the pencils were to be No. 2 pencils for regular school use, or drawing pencils. The scratch paper might be 6" by 9", 9" by 12", or a special cut for use on a typewriter. The chalk required might be hard, soft, or colored, of any one of half-a-dozen brands. A vague order of this kind cannot be filled accurately. Too frequently the dealer

will fill it with odds and ends of stock or poorer brands of supplies yielding a greater margin of profit to him.

Detailed Specifications Imperative

Right here I wish to point out what some of these errors may cost. All half-sheet foolscap used by the San Bernardino city schools is ordered with no margin at the top. Our Superintendent requires that both sides of the paper be used. The margin takes up approximately one-fourth of one side of each sheet. If we permit the dealers to sell us paper with this margin, and they must get rid of it after cutting full-length sheets, we will lose in writing space 150 reams each year on a 12-ream order. To a district using only one of this paper the waste would be 300 reams a year on a 1200-ream order.

The answer to all this is: **Specify fully every item required.** Get catalogs from the school supply houses and give correct names, numbers and descriptions for every item on your list. Keep those catalogs up to date. Be sure to do this.

Discard Ancient Catalogs

Recently we received a request for a lathe for the Manual Training Department in one of our schools. The specifications seemed to be faulty and the request went back to the department for further information. This time we got just what we wanted—the lathe was described perfectly, the catalog number and the name of the manufacturer were given. I ordered the lathe and in due course of time received the information that this lathe was no longer manufactured. Investigation developed the fact that the department in which the order originated was using a catalog three years old!

In San Bernardino the Superintendent also requires that all departments of the Senior High School and the Junior High School furnish estimates of cost for all items requested. This may not be practical procedure for the smaller districts

to follow, but it has these advantages: Each department has a budget appropriation based on the requirements of the department. Estimates of cost furnished by department heads keep each department in touch with what it is using in supplies and equipment and encourages a tendency to purchase first those items which are required most.

HOW MUCH TO BUY?

The answer to this question should be the same for all districts. Buy what you need, and no more. Opinions will differ, depending on the wealth of each district, the number and ability of your special supervisors, and the range of subjects taught, but the answer will still hold good buy what you need, and no more. We can't afford to over-buy, simply because someone comes along with a bargain. We have a fairly definite amount which we may spend each year. That amount should be apportioned according to our various requirements. We should then follow our apportionments as closely as possible.

Bargains That Closed the Schools

I have been with the school system almost eleven years. In that time I have never bought a drawing pencil. Up to three years ago I had never bought refills for paint boxes. For several years after I entered school service there was a sufficient quantity of colored chalk and certain other supplies to meet all requirements. This condition came about through buying bargains. All those supplies were purchased at prices far below any I shall ever hope to secure, but **those bargains were instrumental in closing our city schools some two months before the school year.** Savings can be effected more safely in other ways.

I have pointed out how half-sheet foolscap without the margin, together with the use of both sides of the paper, will reduce the quantity needed. We have found that 6" by 9" scratch paper is more economical than 9" by 12". The average youngster begins figuring in the center of a sheet of paper. With the smaller sheet he is compelled to work out toward the edges of the paper, whereas with the larger sheet much good writing space is wasted through the fact that he doesn't have to use it.

Paper Towels

This same thing applies to the use of paper towels. We use the Nibroc Junior paper towel. Eight years ago there were no small paper towels on the Pacific Coast, so far as I could learn. We bought the large towels, had them cut in half, and found that in one year we saved 25 per cent on our towel bill.

A representative of the Pacific Chemical Company became interested and brought the factory representative of the Nibroc towel to San Bernardino. He checked our records, and later his company put the junior towel on the market. A number of paper towel manufacturers began putting small towels on the market about the same time.

The reason for the saving is simply this: One wipes one's hand in the middle of a paper towel, leaving a wide margin unused. The average youngster will draw two towels, large or small, whether he needs them or not. Then if his hands are still wet he draws a third towel, but **right there he calls it a day and quits!** Three small towels, if he uses that many, equal only 75 per cent of two large towels, and the remaining 25 per cent is saved without harm to anyone.

Know Your Pupil—Cost

Knowing how much to buy of each supply is not difficult if a card record is maintained of all supplies used. During the school year 1925-26 our per-pupil-cost for a number of supplies in general use in Grades 1 to 6 were: Foolscap 15 cents, regular pencils 14, blackboard crayons 3, crayolas 3, scratch paper 6½, water color refills for paint boxes 1, and mounting paper 2½.

The per-pupil-cost of these same items should be higher in the smaller districts, due to the fact that our supplies are bought in larger quantities, thus giving us the advantage of better prices. By maintaining a record of supply consumption, however, every district can determine its per-pupil-consumption and its per-pupil-cost. When this is done, we need not guess at how much to buy. Half the difficulties of budget making are eliminated.

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The Companion Classes of Sacramento City

CHARLES C. HUGHES

City Superintendent, Sacramento, California

THE SO-CALLED Platoon School Movement has become quite general throughout the United States. Over one hundred cities have introduced it completely in part or into their systems. It is a plan introduced to relieve hard and fast conditions existing in many of our school systems. Much of it has grown up independently and has arisen almost spontaneously in various parts of the country. Undoubtedly the Gray plan gave inspiration to the various types. Outside of Gray, it probably has reached its highest development in Detroit. However, wherever it is found the same basic philosophies underlie it.

In Sacramento we began our plan about eleven years ago and call it the "Companion Class" Plan. We do not carry it to the extent to which it has been carried in most of the eastern cities. The Companion Class Plan is purely a Sacramento idea and covers grades one to six inclusive. Our system consists of 5 inclusive: (1) the Kindergarten; (2) the Companion Class group, (one to six); (3) the Junior High School group (seven to nine inclusive); (4) the High School group (ten to twelve inclusive); and (5) the Junior College group.

Emphasis in other places has been laid too exclusively upon relieving the grades above the sixth of traditional methods and administrative practices. Not enough attention has been given to the relief of the grades below the seventh from traditional schoolroom practice. **We believe that the children of the lower group have a right to be brought out from under**

monotonous and inflexible administration and school-room practice.

Under the Companion Class Plan special rooms are provided for the special subjects. Better work is done in the atmosphere of the subject. We are able to maintain better relative values among the subjects. We have a better-balanced curriculum. We believe that a balanced intellectual diet is just as important as a balanced physical diet.

Under the plan all conventional subjects are taught in the regular class-room. Applied subjects such as music, drawing, manual training and nature study are taught in rooms properly equipped for their purpose. It was found very early that when the children left the regular class-room for the special room, the regular room, of course was vacant. Therefore an unique program was made, by which we were able to get a double

room. Thus we made a saving in class-room as a bi-product and not as a primary feature of the plan.

Under this plan discipline is much easier. The children do not have an opportunity to become restless, since they do not stay long in the regular room, but have an opportunity to pass to the special rooms for other work. We have better-prepared recitations, since the teacher must have a beginning and ending to the recitation. The fact that she must move compels her to close her recitation on time.

We have a better balanced curriculum, and more intensive teaching. Our plan takes into consideration the preadoles-

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California cities have devised a number of interesting variants and improvements upon the platoon type of school organization. One of the most satisfactory and effective of these is the "Sacramento plan" of companion classes, herein described by its founder and perfecter, Charles C. Hughes. The companion class idea has many features of merit and sound educational worth.

California State Educational Organization

WILLIAM JOHN COOPER

State Superintendent of Public Instruction, Sacramento

PROBLEM: To remedy present dual control of State Educational Organization.

POSSIBLE SOLUTIONS:

1. Abolish the State Board of Education and put all power in hands of Superintendent of Public Instruction.

2. Abolish office of Superintendent of Public Instruction and allow Board to select its own executive.

SENATE CONSTITUTIONAL AMENDMENT No. 26.—H. C. Jones:

General aims—to secure **unity** by eventually making the Superintendent (Director of Education) the executive of the Board; to secure **continuity of policy** by a slowly changing board personnel; to free board from **politics** by long terms, any one Governor to appoint minority only; confirmation by two thirds of Senate.

Provisions:—Amending Art. IX of Constitution.

A (Sec. 7) The State Board—ten members with ten year terms (except first board, which has two members each for 2, 4, 6, 8 and 10 year terms)—not more than six of same sex. Confirmation of appointees by two-thirds vote of Senate. Each term begins March 1st of odd numbered year when Senate is in Session. Free text book provision unchanged except to make hearings on texts to be adopted necessary.

B (Section 2) Superintendent of Public Instruction—elective office not abolished but may be suspended by Legislature. Duties and salary put in hands of Legislature. Appointive Director of Education made possible.

C (Sec. 3) County Superintendent. Clarifies County Charter rights. Provisions regarding County Boards and teachers' certificates transferred from Sec. 7 to Sec. 3, simplified, made more elastic and responsive to acts of Legislature.

Reasons for various provisions:

A Re Sec. 7: Elected board perhaps more ideal but the Board's power to adopt textbooks would make it to interest of commercial companies and other interests to try to elect board members. Under Jones' plan 14 Senators can keep undesirable members off and the Legislature can compel the Board to give experts a hearing before acting on textbooks. **Long term** makes for slowly changing board and gives no one Governor a majority of appointees.

B Re Sec. 2. Elective Superintendency kept temporarily because all members of the first board will be appointed by one Governor. People and their representatives in Legislature should see what sort of board is selected before a Director of Education is made possible. Moreover, if Directorship plan does not work as expected, Legislature may abolish it without waiting for another. Constitutional amendment and elective superintendency is automatically restored. This gives people a check even more effective than the recall.

C Re Sec. 3. Possible conflict between this section and County Charters eliminated. County boards enabled to make regulations for recording State Credentials as is now done with Life Diplomas and eliminates expense and red tape in county offices.

IT HAD been planned to issue a legislative bulletin following Bulletins No. 1 and No. 2 heretofore issued, and bringing down to date the legislative situation at Sacramento. Owing, however, to the fact that certain important educational bills have not yet reached the Governor and the further fact that at this date comparatively few bills have been signed, it has been thought best to delay somewhat the issuance of this bulletin, so that more detailed information could be included.

California Teachers Colleges

Presidential Appointments, 1927

As officially announced by WILLIAM JOHN COOPER, State Superintendent of Public Instruction

ACTING in accordance with Section 362a, 2, of the Political Code, the Director of Education respectfully submits for confirmation by the Board his appointments to Presidencies of State Teachers Colleges for the ensuing fiscal year, the following:

1. To be President of the Chico State Teachers College, C. M. Osenbaugh, incumbent.
2. To be President of the Fresno State Teachers College, succeeding C. L. McLane (resigning as of June 30, 1927), Frank W. Thomas, Ph.D., present Professor of Education and Vice-President of the College.
3. To be President of Humboldt State Teachers College, Ralph W. Swetman, incumbent.
4. To be President of San Diego State Teachers College, Edward L. Hardy, incumbent.
5. To be President of the San Francisco State Teachers College, Archibald B. Anderson, at present Acting President.
6. To be President of the San Jose State Teachers College, Thomas W. MacQuarrie, Ph.D., now Professor of Education and Director of the Metropolitan College, University of Southern California.
7. To be President of Santa Barbara Teachers College, Clarence J. Phelps, incumbent.

FRANK WATERS THOMAS, appointed by the Director of Education to be President of the State Teachers College at Fresno, is a native of Indiana, now in his forty-ninth year. He was educated in the public elementary and secondary schools of Indiana and graduated from the State Normal School of that state in 1902. He has received the following academic degrees: Bachelor of Arts in 1905, Indiana State University; Master of Arts in 1910, University of Illinois; Doctor of Philosophy in 1926, Leland Stanford Junior University.

Dr. Thomas' teaching experience in the public schools has been as follows:

Two years in the elementary schools in Indiana. One year principal of a public school in Illinois. Five years, 1906-1911, principal of the preparatory schools of the University of Illinois. In 1911 Dr. Thomas came to California and served for two years as principal of the high school at Santa Monica, and for the next four years, 1913-17, was principal of the Harkness Junior High School in Sacramento. In 1917 he joined the faculty of the Fresno State Teachers College as head of the Department of Education and Vice-President.

Besides his work at the Fresno Teachers College, he has taught in the summer schools of the University of California in Los Angeles and at Stanford University.

Dr. Thomas has to his credit, two excellent volumes in the field of education, both published by the Houghton-Mifflin Company. They are "Training for Effective Study" published 1921 and "Principles and Technique of Teaching" published 1927.

Dr. Thomas is a member of the Phi Delta Kappa, professional fraternity in education and a very active member of the Rotary Club in Fresno, California. Mrs. Thomas, whom he married in Illinois in 1908 is a lady of great personal charm. To them have been born three sons, all making excellent records in school.

The Director of Education has known Dr. Thomas personally for some fifteen years and very intimately for the past five years.

THOMAS WILLIAM MacQUARRIE, appointed by the Director of Education to be president of the San Jose State Teachers College was born in Canada and migrated while a young child with his family into the state of Wisconsin, acquiring citizenship by virtue of the naturalization of his father. He is now in his forty-eighth year.

His secondary education was acquired in Wisconsin, as was his normal school training. He graduated from the State Normal School at Superior in 1900, and the following year was granted a life diploma to "teach in any common, high or normal school in the state of Wisconsin." For the next five years he served in the state of Wisconsin in the public schools attending summer sessions in 1904 and 1905 at Columbia University.

From 1905 to 1917 he was teacher or principal in a boys' preparatory school in Wisconsin.

With the outbreak of the war, he became Captain of H. Company, 350th Infantry, U. S. Army, and the next year became Major of The second Battalion, 14th Infantry, assigned to staff work in France. After the close of active service, he spent some time with the United States Army Staff College in France and during the spring term studied vocational education at Kings College in London.



Frank Waters Thomas



Charles L. McLane



Thomas W. MacQuarrie



Archibald B. Anderson

In 1920, Mr. MacQuarrie became a teacher in the Lincoln High School, Los Angeles, which position he gave up to enter Stanford University. He was a student and co-ordinator with the United States Veterans' Bureau, Stanford University, from 1921 to 1924, taking in course the degrees of A. B., M. A., and Ph. D. In 1924, he was appointed Assistant Professor of Education at the University of Southern California, was later promoted to a full professorship and made Director of the Metropolitan College.

Dr. MacQuarrie holds membership in Phi Beta Kappa and Phi Kappa Phi, honor scholarship fraternities, Sigma Xi, honor science society and in Phi Delta Kappa, a professional fraternity in education.

Mr. MacQuarrie was married in 1908 to Miss Winifred Dean of Eau Claire, Wisconsin, a charming and capable woman who has a wholesome influence on the young women of the institutions with which Mr. MacQuarrie has been connected. They have three children, two sons and a daughter.

ARCHIBALD B. ANDERSON, appointed by the Director of Education as President of the State Teachers College at San Francisco, is one of the best known men in education in the state of California, having been constantly employed in the state since his graduation from college in 1898, except for two years of service in the Philippine Islands. He is a graduate of the University of California.

Mr. Anderson's experience covers rural school work in Sonoma and Marin counties, a high school principalship at Winters and city superintendencies at Colusa and San Rafael. His experience outside of California was as super-

intendent of Schools at Bugason, Philippine Islands. He has served the State Teachers College at San Francisco continuously since 1906 except for a three year intermission while he was city superintendent of schools at San Rafael. For the last twelve years he has been Dean of the Faculty or Acting-President.

For thirteen years continuously, Mr. Anderson has held a very important position as Chairman of the Education Section of the Commonwealth Club of California.

Mrs. Anderson, a member of the well-known Dozier family, is a lady of magnetic personality who has been very helpful to President Anderson in his educational work.

Charles L. McLane

The Director of Education transmits herewith the resignation (effective June 30, 1927) of C. L. McLane, President of the State Teachers College at Fresno, and respectfully recommends that the resignation be accepted and that the following resolutions be adopted with instructions to the secretary to send copies to President McLane and to the press.

WHEREAS, Charles L. McLane, President of the State Teachers College of Fresno since its establishment in 1911, has tendered his resignation and requested the Board to relieve him from active duty on and after July 1, 1927, and

WHEREAS, President McLane will complete at the close of this fiscal year thirty-three years of unusually successful service in the schools of California as teacher, high school principal and superintendent of the city schools of Fresno and as President of the Fresno Teachers College;

RESOLVED by the State Board of Education of the State of California

1. That President McLane's resignation be

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C. T. A. Council of Education

Annual Meeting, Oakland, April 9, 1926—President's Report

MARK KEPPEL, *President*

IT WOULD seem to me that a word might not be out of order in regard to the work of the California Teachers' Association. Those of us who have been in the work a long time are apt to forget that those who have not been so long in the work, are not familiar with all the history of the growth and development of the Association. The late Dr. Boone wrote a History of School Organization in California and in attempting to gather the data for that he discovered that while the teachers of California were good performers, they were not quite as careful to preserve records of what they had done as we wish they had been.

Those who are familiar with the history of the C. T. A. know that this used to be a moving organization. The C. T. A. would meet, one year in one city, and the next year in another city. Wherever it met it would have a large membership in that particular city. If it met in San Francisco one year, it had a large membership from San Francisco; the next year, if held in Los Angeles, there would be a large number from Los Angeles. The permanent membership was small. That sort of thing was a bad arrangement. It taught bad habits to the teaching profession.

It has been a long, hard struggle to develop the idea in the teaching body that **every teacher ought to belong to the California Teachers' Association**. The belief for a long period of years was that unless you were one of the "slate-makers" you should belong only at the time it met in your town.

In 1907, the sentiment had crystallized to the extent that it was determined to re-organize the California Teachers' Association. We attempted to follow the federal plan, but you cannot follow the federal plan exactly in anything. There came at Fresno the organization's choice of a board of directors, adoption of articles of incorporation, and the doing of a wonderfully heroic thing.

Our beloved Dr. Lange made the address of the day. He said: "What this California Teachers' Association needs is an outstanding man for editor of this paper which we have just purchased for \$600. And having looked the field over and consulted the leaders of California, I am now ready to move, Mr. President,

that we fix the salary of the editor and secretary at \$3,000 a year, and that we employ Mr. LeRoy Armstrong as editor and secretary." And that motion prevailed unanimously.

That required more faith than we show in these modern days, because \$3,000 at that time was practically all we had in the treasury and all we expected to have! The Secretary and editor was not to be provided with any large number of assistants or anything of that kind. He was not to do much of anything but collect memberships, conduct the organization, and attempt to build up in California a feeling of solidarity, which now characterizes the men and women in California.

This organization had a great fight ahead of it to develop that sentiment so that it would be a state-wide sentiment. Fortunately for us it is now a much stronger sentiment than it was in 1907. Twenty years have served largely to emphasize the idea that **California is one state and ought to remain one state**. We are big enough to adjust our difficulties, to make concessions, to consider the good of the whole rather than the good of any individual or part, and in that way to work together so as to carry forward this state's educational program.

IF YOU will look back at educational conditions in 1907 and contrast them carefully with educational conditions in 1927, you will be forced to the conclusion that the twenty-year period has been one of great growth. At the beginning of that period there was no such thing as tenure in California.

The right to hire and fire, without asking anyone's permission or considering anyone, belonged as fully to the school boards of California as it belongs to the section bosses of a railroad. The matter of a **retirement salary** was a dream on the part of a few seers and hope on the part of a few prophetic people.

The city and county of San Francisco, from 1849 to a comparatively recent time, was the dominating, outstanding factor in the State of California. Because of that fact they developed an educational solidarity and an educational leadership superior to that in the outlying portions of the state, so that the beginnings of tenure and of a retirement salary were founded in San Francisco.

When the California Teachers' Association decided upon a retirement salary law for California, it was said by the political sages to be an absolute impossibility. It would, I believe, have been an absolute impossibility, had there not been occupying the position of Governor, at that time, a man whose vision of what ought to be done for humanity was a really outstanding and forward-looking vision. I cannot understand why so many of the teachers of California at the present time speak disparagingly of the man who made it possible for us to secure a retirement salary law in 1913.

I BELIEVE we ought to study our leaders carefully and determine whether they are really great men or whether we are peeved at them because some pet idea of ours does not find favor with them.

The retirement salary law is a very imperfect document. There were difficulties that had to be steered past. One of them was a difficulty in the State Constitution that says there never shall be a "gift" of public funds. The Sabbatical Leave Law lies on the rocks in the Committee on Education at this time while the Attorney General is debating the question as to whether it violates the Constitution that there shall be no "gift" of public money.

The danger of gifts to the school teachers of course is a minimum danger, but the necessity for a law forbidding a gift of public money is, you can understand very well, an absolute necessity. Those in control of government sometimes get a notion to give themselves a gift while the giving is good.

A Protection to Teachers

The Retirement Salary Law as it stands at the present time, I presume for the two purposes which it seeks to accomplish, is as good a retirement law as there is on the statute books of any state. It seeks to protect the **teaching body**, not the supervisors, not the principals, not the superintendents, as such, but to protect the **teaching body**. It is a flat-rate law and a state-wide law. The amount of pension, \$500 a year, of course is inadequate now. It cannot help being inadequate now because the value of the dollar has been tremendously depreciated since the law was enacted. That very fact is one of the things that has seemingly made the present retirement law a great success. The retirement law has piled up a surplus because **teachers who can avoid it will not retire on \$500 a year**. Under the old-time conditions the retirement allowance of \$500 would be equal to \$800 at this time.

Many of us say, "Why don't we amend the law and provide \$720 a year and double the amount the teacher has to pay; thereby doubling the amount the state has to pay." Making it \$720 and doubling the income won't solve the problem because we will go a good deal further than doubling the amount of retirement—by **depleting the fund!**

It seems to me that the outstanding piece of work for the C. T. A. in the next two years is the proper study and proper conclusion in regard to what the retirement salary law ought to be. Then the securing of the adoption of the right kind of law by the State of California. It may not appeal to you as being the outstanding thing, but as I see it, it is the outstanding need.

C. T. A. Should Frame New Law

It is the thing to which the California Teachers' Association ought first of all to pledge itself at this session to carry on so that when the Legislature meets in 1929 you can submit a law that will have all of the good features and none of the bad ones. A law that will not be like the present one wherein you pay your money into the fund and cannot get it back unless you serve out thirty years so that you can retire and draw the salary. If you quit or if you pass away, the money accrues to the remainder of the people or to the state rather. **The money is really a gift on the part of the teacher.** It seems to me that the law that will provide for investment is the best law for the teacher—just as much of an investment to the teacher as if she puts her money into a savings account. If she leaves the profession she can draw it out at 4 per cent. If she dies before she retires the money she has on deposit will be a part of her estate. To my way of thinking any teacher would be willing to pay \$4.00 a month into that sort of a fund more readily than \$1.00 a month to the present fund.

There has been a great effort on the part of the C. T. A. in this twenty-year period to adjust financial conditions so that teachers salaries will be adequate and reasonably sure. I have felt that the attempt to arrange so that salaries would be paid by the calendar month was not the very best thing for the teaching profession. The appointment of the school district as the teacher's guardian in every case does not seem to me to be just the right thing.

A teacher ought to be able to command a yearly salary, draw out what she has earned at the end of the month, dividing up to have money during the whole twelve months of the year, and to lay aside at least one-twelfth of the salary. I presume that if the facts could

be collected, it would be found that of the 36,000 men and women engaged in teaching at this time, not over 6,000 of that number are saving a cent out of their salaries. That sounds severe but I presume it is a fact just the same.

And yet if a teacher during a thirty-year period would systematically put by \$20 a month, at the end of the thirty-year period she would have a very fair income. If she continued for a thirty-five year period, she would have twice as much as at the thirty-year period, because of the superior earning power of the accumulation during the years.

It seems to me that the next thing the C. T. A. ought to do is to engage in a campaign for the teaching of thrift. If there is anything that is needed in California it is the teaching of thrift and I don't see how the teachers are going to teach thrift until they know what thrift is themselves.

I remember a conversation with a high school principal who had just bought a 40-acre ranch. I knew he paid \$20,000 for it. I asked him how he could buy a 40-acre ranch at \$24,000. He said, "When Mary and I were married we entered into a financial agreement. We agreed that one-half of my salary for the year should go into a savings account until there was enough to invest." He said they lived rather slimly for a goodly number of years, but that now he could buy and sell most any teacher in the State of California. He acts as director in banks and sits in financial circles. The bankers say to him "You are a wonderful individual. We cannot understand how you could be a teacher!"

Tax Limitation Acts

In 1917 the Legislature of the State of California listened to the greatest hypnotist that ever came to California, a man named Clark. He introduced into the Legislature the idea of a "tax limitation act." That act was on the statute books and was soon to go into effect before we even discovered that the act had been passed at all.

It was not entered as a school bill and we were assured that it did not apply. The act provided that increased expenditures should not be more than five per cent in one year; if these were more than five per cent, a committee sitting at Sacramento should grant permission for this increase. **If that had become a law in the State of California at that time the school system of California would have been absolutely wrecked.**

That was the first time that the teachers of California tried to do something politically. In

a period of about three weeks the teachers gathered up 82,000 signatures and filed them with the Secretary of State.

On the 21st of July, the Attorney General gave an opinion to the effect that this tax limitation act was not subject to the referendum because he wrote into the Constitution of the State of California a comma. Writing in the comma, the law then said that the act was not subject to referendum.

The next morning the newspapers of the whole State of California carried the story, in headlines,—*"This of course ends the Referendum Campaign."* About ten o'clock I decided the thing to do was "to shoot." I wired every county superintendent in the state to file all petitions; to disregard all rumors. They were filed and then the Secretary of State said "I won't file your petitions." Then it was necessary to go into the Superior Court and get a writ of mandate.

When finally, late in August, hearing was held by the Superior Court, the Attorney General spoke 55 minutes. After he had made his speech, the Superior Court said to our attorney, "How much time do you want?" "The same time as the Attorney General." The Superior Court said to the attorney for the supervisors, "You may take 5 minutes."

When he had finished the court said to our attorney, "You may take three minutes." Our attorney submitted the case. The Superior Court members whispered among themselves and then the Chief Justice said, "The writ of mandate will issue, the opinion will be written later."

We had entered into the fight for a tax reduction measure. It would have been one that would have taken care of the schools. But the State of California not only rejected the 5 per cent tax but also rejected our perfectly good one, and they beat us on one issue! They said, "We cannot understand why local communities cannot control their own tax rates!"

There is a bill before the Legislature right now, cutting off the hands of local communities, taking away from them the right to determine their own tax rates. It is an insidious campaign whereby the power of taxation is to be put into the hands of a few people. Those few people will do according to the word of their masters. We will have to be their masters or somebody else will be.

Then the Great War manifested itself. We could not get teachers enough. Everybody wanted more money. The Legislature was hopeless and helpless. They did everything they could but could do little. We decided to amend

the Constitution of the State. The California Teachers' Association put on its campaign for Amendment Sixteen and the people adopted it by a great majority. People tell me it was fortunate we put on this campaign at that time as we never could again. I believe that education can be sold to the people of California as it was at that time, but you have got to have something to sell and a good salesman to sell it. When that was over the Chairman of the State Board of Control stated that we "had everything sewed up in a sack." We "sewed it up in a sack" because we believed it ought to be "sewed up." This state should be committed in its Constitution to an adequate support of education.

There was submitted to your Legislative Committee last December a proposition for an act readjusting the apportionment of county school moneys for the purpose of equalization. Your committee devoted some time to it and decided the time available was inadequate. Then somebody had introduced a couple of bills and it became necessary for the Chairman of the Legislative Committee to do some studying. I took ten days studying that thing. I am still behind three days in my program, but the representatives of that proposition agreed that the matter should go over until 1929. I want to tell you it is an exceedingly serious problem. It is one that calls for the forward-looking thinking of a strong committee, a committee that will investigate, that will study and that will have things in shape so that they can be crystallized into legislation.

Tenure

Just at the present time we are engaged in a fight over tenure in the Legislature in the State of California. The Committee on Tenure will submit its report later on. In connection with the matter, and in advance of that report I may state that we are being criticized in the Legislature for being in what the Legislature deems an untenable position. Namely, that the educational forces of the state do not know their own mind; they are divided. There are members of the Legislature who feel like washing their hands of the whole proposition, saying to us, "A plague on your house until you can come to an agreement." It is my judgment you ought to think seriously of adopting some resolution today that will definitely define the position of the California Teachers' Association in respect to this matter, so that it can be said to the Legislature that the organized body of the California Teachers' Association is standing for one thing or for another thing and that its program

is definitely decided and agreed upon and that is the thing the teachers want in this matter.

Apparently we can never hope to get an absolute agreement among ourselves, but we want the Legislature to know that the organized teachers of California are agreed upon a definite program. The Legislature will understand of course that, in coming to an agreement, we have had differences among ourselves and that it is a compromise, but they should understand we have gotten together on broad principles.

ANOTHER matter. Is the membership of the California Teachers' Association putting enough money into the Association at this present time?

We have six sections, each one developed in its own way. It is as though we had bought six trees at a nursery and then planted them in six different places and a different man had agreed to take care of each tree. According to the differing conditions that surround the trees and the care the trees will receive will naturally determine how the six different trees will develop. In debating questions of policy with respect to the six sections, we ought to understand the conditions in each section before we attempt to adopt resolutions that will bind all of them.

Now I imagine in the discussions today we may spend too much time discussing some questions, from the standpoint of a man or woman whose mind is already made up. But what about that man or woman whose mind is not made up and who wants fuller information in order to reach a decision. So possibly we will have to talk a good deal longer for those who are not as quick as we are. Our speed is conditioned on our absolute knowledge of the situation.

I understand there is talk of a different method of dividing the \$3.00 fee—more to the Section and less to the C. T. A. Some Sections, as we get at the matter, are practically running an even balance; some sections have a big surplus. They have a large piece of money that they could invest permanently if they wanted to do so. One Section may be short of money and declare more funds are needed. It will have to be made a state-wide proposition.

Another thing is consideration of the question of teacher welfare, independently of employees and independently of tenure. There always will be some people who will have to be helped. No matter how strong and independent and dependable you are now, you do not know whether

you will be broken on the Wheel of Fate or not. If you are strong, you must take cognizance of the fact that there will be others who will be broken on the Wheel of Fate. There ought to be machinery provided to take care of them. The Sections ought to provide for a fund in their own way, that could be built up into a permanent fund.

There ought to be attached to the C. T. A. membership receipt stub a receipt written to the teacher for a gift to that fund. If, for example, every one of the 30,000 members of this Association were to give \$1.00 toward this fund, and it were to be provided in setting up that fund that half of the fund should go into a permanent fund, only the interest to be used and so much as necessary of the other half made available for immediate expenditures, we would from year to year be piling up a fund. The California Teachers' Association ought to have a fund of from \$100,000 to \$150,000.

We ought to pass a resolution today directing the Sections, through their executive committees to study this problem and decide what they will do in respect to it. The gift of money would of course have to be a voluntary gift. The bigger cities are doing something about it. I understand there is a fund in San Francisco privately bestowed, amounting to \$25,000. We have done nothing to take advantage of the generous-minded person who wishes to help. We need to think of the other fellow. This is a way in which we ought to move. That the teachers will respond there is no question. Huntington Park at Christmas time announced to us that a certain woman had the terrible disease known as "quick consumption" and was absolutely in need. The teaching body raised a sum of money, took care of her until she died and then buried her in a fitting way. Would it not have been better if the state as a whole could have assumed this responsibility rather than an individual community?

I have ventured to take considerable of your time notwithstanding the fact that we are late. However I felt that we must say something about the dead as well as the living. The greatness of the California Teachers' Association would not be so great, its services not so worth while to all of us, if it had not been for a few capable and heroic souls who in the past kept the faith, fought the good fight, and carried on.

WE CAN well afford at this time to remember the services of Will C. Wood; we can well afford to remember the services of Leroy Armstrong; we can well afford to remember the

services of E. Morris Cox; of Richard G. Boone, of James A. Barr, of Alexis F. Lange. Those men did great things for the teachers of California, and especially for this organization, out of an abundance of experience. If it were not for the gentleman being present I would say that we could well afford to remember also with gratitude the services of Arthur H. Chamberlain, but as he is here I will not say anything about that.

I want to thank you for this opportunity to talk to you. I want to say to you that for more than a year I have had it in mind that I would like to retire. I expect if nothing unforeseen happens to me to be sixty years old next Monday. I want to say that the opportunity to serve you for five years has been a real pleasure to me. I do not know of any group of men or women in the world that are pleasanter to work with than are the members in the California Council of Education.

While we cannot all see, act, or do alike, it seems to me that as the years come along I can see an ever-developing spirit of tolerance and kindness that speaks for education in California and for the boys and girls in California; and for this great State, an era of prosperity and greatness and happiness far in advance of the years that are back of us, glorious as is that record.

* * *

Nevada County Schools

MRS. ELLA AUSTIN, Superintendent of Schools of Nevada County, desiring to do definite work in raising the standards of the pupils of the rural schools in the fundamentals, has planned to conduct in May, county contests in spelling and in the mechanics of arithmetic and grammar. The pupils of the eastern section will meet at Truckee to contest; those in the western section, meet at Grass Valley.

Pupils in grades 5 to 8 inclusive will participate in the spelling and arithmetic contests. The 8th grade pupils will also contest on the essentials of technical grammar. Pupils of their respective grades will contest for sectional honors.

The announcement of these contests has aroused enthusiasm to such an extent that the children have been conducting practice contests at their homes evenings and Saturdays. These contests take place in the forenoon of the day designated in May. After a picnic lunch pupils will participate in interesting games.

Improvement of Educational Standards in Rural Schools

EUGENE JEREL IRWIN

(Member of the Board of Education, Colusa County, California)
Maxwell, California

This paper and its recommendations are the out-growth of a study of (1) the duties of county school boards and (2) the possibilities of improving rural instruction.

FROM the first it became apparent that many questions of administration vexed not only our own board but neighboring boards as well. In some boards these problems were being met intelligently and capably. Others took no cognizance of contemporary efforts and experience and naturally were not making noticeable headway. The writer has endeavored to select and tabulate valuable experiments and contributions made by boards throughout California. A questionnaire sent to the 58 county superintendents was answered by 57 and thus formed a good basis of judgment. A large number sent copies of their manuals for further and more complete study.

Six vital and practical avenues for improving the quality of instruction developed from mass of educational procedure as brought to light by the study. These avenues, each of which might easily constitute an important thesis, are as follows:

Plan a curriculum that will improve the tools of instruction.

Revise some of the present methods of promotion.

A system of accrediting (1) schools, (2) teachers, and (3) efforts toward standardization.

Keep permanent records of grades, as well as the results of achievement and mental tests.

Increase the professional activities of teachers.

Co-ordinate the work of the county rural supervisors; develop rural supervision.

1. The Curriculum

PLANNING the course-of-study is vital, yet it is probably the least emphasized of all activities, despite the "massiveness" of many county manuals. There is too much emphasis upon unimportant details and too little upon good teaching technique. No attempt should be made to lessen the so-called individuality of the teacher but a greater effort should be spent in the study of good educational practice.

At this moment the writer has on his desk a printed county manual of 161 pages. The educational life of more than a thousand children is being developed or retarded by the contents of this book. The cost is great. Should not then every change in the manual be the result of a judgment matured after a year of study and experiment, rather than the hasty

action that is so common to the crowded June business meeting?

It would be of inestimable value to make a study of specific subjects, to determine bare essentials as well as mass material of each course. We shall determine not only what each child should know at the end of each grade, but what errors and short-comings distinguish a particular unit or grade. This idea is new only in that it emphasizes the fundamental essentials that the child of average intelligence should acquire. In the past we were inclined to emphasize "mass" and "bulk." Now many teachers believe that we should point out such essentials in English as for example, the paragraph, the period, etc., and definitely gain control and possession of these essentials.

The University of California English entrance test, a simple test in essentials, was failed in 1920 by 59 per cent of the entrants, in 1921 by 61 per cent, in 1922 by 48 per cent, and in 1923 by 41 percent. The need of emphasis upon fundamentals in English is apparent, not only in the grades but in the High school as well. Further study of such problems will be certain to produce tangible and measurable results.

2. Improve Promotions

A SECOND course of action should direct a revision of the present method of promotion. Six counties reported giving examinations in the upper grades (5 to 8 inclusive). Three reported making out the questions for the 7th and 8th grades. Twenty-two reported giving the examinations in the 8th grade only. Four began experimenting with the accredited school. Eleven promoted either on the recommendation of the superintendent and rural supervisors or upon the advice of principals and teachers. This method, in some instances, really accredited the teachers or the schools, or seemed to be a combination of the two. The others had systems that varied, such as giving short tests in one or more essential subjects or irregularly.

There is a general opinion that the tradi-

California High School Principals' Convention

Sacramento, April 11 to 15, 1927

CALIFORNIA High School Principals in their annual official conclave transact an astonishingly large amount of business in an effective and thoroughly practical way. The leaders of California's excellent series of secondary schools,—including junior high schools, senior high schools, and junior colleges,—are as outstanding and capable a group of school men and school women as to be found in any state or country.

The Sacramento convention was marked by many brilliant addresses, vigorous discussions and far-sighted reports. The musical program was especially meritorious and reflected the high standards of musical education which prevail throughout California's schools.

Richard J. Werner, State Commissioner of Secondary Schools, prepared the programs, organized the convention and well-handled his innumerable difficult tasks. Among the presiding officers were John F. Dale, Helen Hefferman, L. P. Farris, Curtis E. Warren, A. C. Olney, William F. Ewing, Arthur H. Chamberlain, George C. Thompson.

Notable Addresses

Notable addresses at the general sessions were made by Mayor Goddard; Superintendent Hughes of Sacramento; Glen O. Perkins, San Diego; State Superintendent William John Cooper; F. J. O'Brien, President State Board of Education; Major General John L. Hines; Homer Martin, Santa Barbara; Horace M. Rebok, California Society for the Study of Secondary Education; Charles E. Keyes of Oakland; Geoffrey F. Morgan, Santa Monica; Dean W. W. Kemp, University of California; Will C. Wood, State Superintendent of Banks; Major George L. Dillman; Captain S. N. Dancy, Chairman American Legion Americanization Committee; George C. Jensen, Director of Research, California Teachers' Association; State Commissioner Nicholas Ricciardi; President W. W. Campbell, University of California.

Committees studying junior high school problems made reports, as follows,—Construction of Core Curriculum, **Mrs. Helen Watson Pierce**, chairman, Los Angeles; Commercial Education, **J. R. Overturf**, chairman, Sacramento; English, **Katherine L. Carey**, chairman, Los Angeles; Foreign Languages, **Emmett Clark**, chairman,

Pomona; Health Education, **Mrs. Alice Ball Struthers**, chairman, Los Angeles; Home Making, **Edith M. Bates**, chairman, Los Angeles; Industrial Arts, **B. W. Reed**, chairman, Los Angeles; Mathematics, **Nell O'Brien**, chairman, San Jose; Music, **H. O. Welty**, chairman, Oakland; Science, **Verne B. Brown**, chairman, Ripon; Social Studies, **John G. McNeely**, chairman, Santa Monica.

Another group of interesting and valuable committee reports included: Reorganization of Science Courses, **A. Haven Smith**, chairman, Redlands; Forms and Records, **R. B. Leland**, chairman, San Jose; Grades and Grading, **E. L. Van Dellen**, chairman, Salinas.

Junior College Group

The junior college group, headed by J. B. Lillard of Sacramento, and J. L. House of El Centro, considered reports on: (1) Problems of Non-Recommended High School Graduates Who Enter Junior College; (2) Organization of a State Federation of Junior College Scholarship Societies; (3) Uniform Transcripts. A. M. Williams of Fullerton, and R. J. Hopkins of San Mateo, presented the last two of the above.

Among the social occasions that added special pleasure to the busy days of the convention may be noted: The American Legion Luncheon, headed by D. W. Adamson of Los Angeles; 20-30 Club luncheon, in charge of W. E. Morgan of the State Office; Exchange Club luncheon, E. L. Van Dellen of Salinas, chairman; Kiwanis Club luncheon, F. H. Boren of Oakland; luncheon for the women delegates, Ethel Percy Andrus of Los Angeles, chairman. Luncheons were also held by the Knights of the Round Table, Lions, Optimists, Rotary, and High Twelve clubs.

Phi Delta Kappa dinner, with J. R. Overturf of Sacramento as toastmaster; University of California Alumni dinner, with A. A. Bowhay, Jr., of Santa Maria, in the chair; Stanford University Alumni dinner, J. S. Cotton of Fort Bragg, chairman; University of Southern California dinner, George E. Bettinger of Alhambra, chairman; joint dinner of other universities, Harvey F. Clarke of Sacramento, chairman; Evening High School Principals' dinner, Vierling Kersey of Los Angeles, chairman.

The musical program was exceptionally fine.

Presentations and concerts were given by the Sacramento Junior College Quartet, Modesto High School Orchestra, Sacramento High School Mixed Glee Clubs, Tamalpais High School Orchestra, Principals' Chorus, California All-State High School Orchestra (Herman Trutner, director) and Happy Isles Quartet.

Sessions were held at Sacramento's beautiful new Memorial Auditorium, Sacramento Junior College, and Sacramento High School. A delightful reception was given on Monday evening at the Elks Temple. On Tuesday evening a play was presented under direction of the Drama Teachers' Association of California. The California High School Principals' Association held its annual meeting on Wednesday afternoon. The concert by the California All-State High School Orchestra on Wednesday evening was the high point in the program of entertainment. It was superbly done and reflected the highest credit upon all who were responsible for it.

In closing a special word of commendation is given to the students of the printing department, Frank Wiggins Trade School of Los Angeles for the printing of the programs.

* * *

Elementary Principals Association

AGGRESSIVE work has been done by the elementary principals in California looking toward the organization of an elementary principals' association. Conferences have been held in various Sections of the C. T. A. In several Sections the principals have effected tentative organizations and have drawn up constitutions.

On March 19 there met in the office of the State Executive Secretary representatives of the elementary principals from several of the Sections. These were A. J. Hamilton, principal University Elementary School, Berkeley; Bay Section; W. D. Hill, principal at Reedley, Central Section; Miss Edith E. Fikes, principal, Santa Cruz, Central Coast Section; W. T. Eich, principal Roseville, Northern Section; O. D. Enfield, elementary principal Los Angeles City, Southern Section. Mr. O. D. Enfield was named as chairman of the conference.

At this conference plans were laid for a meeting of representatives of all Sections, the meeting to be held May 7, Hotel Californian, Fresno.

A constitution and by-laws will be presented for consideration at the Fresno meeting and other important matters considered, including the question of affiliation with the State Teachers' Association.

State Educational Council

AN Educational Council has been formed, to work in co-operation with the Division of Research of the State Department of Education, according to announcement by State Superintendent William John Cooper. The personnel of the Council consists of: Dean W. W. Kemp; Dean Ellwood P. Cubberley; Dean Lester B. Rogers; Director George C. Jensen, and Assistant State Superintendent Walter E. Morgan. Mr. Jensen will act as chairman of the Council, and Mr. Morgan will serve as executive secretary.

The Council will meet at the call of the State Superintendent. A more detailed notice of the Council will be given in a subsequent issue of this magazine.

* * *

Educational Research Association

THE California Educational Research Association (Northern Section) will meet at San Jose State Teachers College on May 13th and 14th. Notice of this meeting reaches us just as the magazine goes to press, so that no detailed announcement of the meeting is possible at this time.

A number of leading educators will take part. The main topics for discussion will be: A California State Program of Research; Parental Education and the Education of the Pre-School Child; and Curriculum Research.

The president of the Association is Rudolph Linquist, Assistant Superintendent of Schools of Oakland; Mr. A. J. Hamilton, Principal, University Elementary School, Berkeley, is Secretary-Treasurer.

* * *

C. T. A. Research Conference

CALIFORNIA TEACHERS' ASSOCIATION welcomes the organization of the Educational Research Council, as organized by the State Department. This Council will serve in a field that has not as yet been touched. The State Association is pleased to co-operate also with the California Educational Research Association.

The Conference on Educational Research, organized some time ago in the California Teachers' Association, and with George C. Jensen as chairman, has before it a number of important projects. These will be considered at the next meeting, the date of which has not yet been fixed.

Utilization of Waste in Elementary Handwork

W. F. ORTH

Principal Abbot Kinney School, Venice, California

THIS demonstration shows how successfully a course in elementary handwork can be carried on, using only waste materials. It reveals to what extent an excellent grade of work can be done by the children in building and equipping their own shop, besides supplying their own material with which to work. The activities involved the use of wood, metal, screen, cardboard, paper, cloth, string, rope, and a variety of other materials which are usually discarded in the home.

The Shop

The shop was constructed in an average-size school-room, formerly used as a store-room. There was ample space for the placing of nine work-benches, a supply and scrap box, and shelves for the completed objects. The work-benches were nothing more than packing-boxes three feet wide, five feet long and two and one-half feet high. The paint-tables, scrap-boxes, etc., were of the same type of boxes, and had the same dimensions. The boxes used for the work-benches were turned bottom-side up. To each end of these were nailed scroll-saw benches constructed from discarded crates. The nails used were pulled from boxes and crates. This material constituted our entire supply of lumber for the construction of the shop.

Borrowed Tools

No vises were supplied or made for the shop. Aside from the scroll-saws all of the tools in

The work was offered only to those children who had attained a high degree of scholarship in the traditional subjects, making it possible for them to be absent from their classes for four hours each week. This work proved to



Toys Made by the Children. Happiness Through Creative Effort

be an incentive for a higher degree of scholarship throughout the school.

Discarded pigments from the water-color boxes and broken wax crayons served as coloring matter for the articles made.

Work with tin cans was done only on a small scale, by the pupils of grades four to six inclusive. All materials with which to work were furnished by the children. Instruction was given in soldering and in the best methods of cutting and laying out the work. The rest of the work for the most part was left to the originality of the pupils.

Cardboard and Paper

Extensive work was done with cardboard. Large quantities of paper of various sizes and colors were procured for use in paper cutting and tearing and general art work.

Sufficient quantities of rags and string of various colors were at hand to furnish the kindergarten and primary pupils with enough material with which to work throughout the entire year. Bags, mats, hammocks and rugs were woven from discarded wool from sweaters which were brought to school and unravelled. All looms used in weaving were made by the children from discarded cardboard cartons.



The Work Shop Constructed from Waste Material Built by Fifth Grade Pupils

the shop with which the children worked were borrowed from the janitor.

Paying Wages in the Schoolroom

DOROTHY K. AUSTIN

Teacher in the Pasadena City Schools

THE question of marks, grading, and classification in general, seems to be a pressing one just now. Terms such as "individual differences," "intelligence quotients," "established norms" and the like, have been dragged from the sacred preserves of the trained psychologist and are glibly used by the mere practitioner of education-in-the-bulk. Marks are still with us, and may be for some time to come, unless the ubiquitous parent can be persuaded to forego a record of the progress of his offspring. It is not so much a question therefore of what to substitute for the evil, but of how to regard it in the best possible light.

That the child must work for the mere joy of accomplishment is a theory rather generally cherished, but it is hardly adapted to the candid citizen of the modern classroom. He gets the color of that "bunk" with one flash of his keen eye.

"Aw g'wan," says he, "s'pose I could work at what I wanted to do, all my life; just s'pose! I couldn't raise no family on the thrill I got out of it, could I? And besides it's just pure luck lands you in a soft spot like that anyway. Mostly you do what you can and stick to it because you can't risk doing anything else."

Rather a pessimistic theory no doubt; but a natural one for the average public school boy who sees it lived in the lives of his father, his neighbors, and his relatives. Even in this day of specialized training, there are subjects in the curriculum, English for instance, which every boy must take no matter what his aptitudes. How many sons of the skilled mechanic class, or any class for that matter, come to the period in joyful anticipation of the opportunity to let their souls expand,—unless they feel reasonably sure that such expansion will lead to adequate remuneration in units, at the end of the semester? And who can blame them, in this practical age?

Satisfactions of Creative Effort

Of course there should come the satisfaction which follows upon any task well done, whatever the task may be. That must be emphasized. In real situations to be met in the world, how-

ever, that satisfaction alone would not be sufficient motive for a life's career except in an extremely small percentage of cases. Why then should we pretend that it ought to be sufficient for all tasks to be done in the schoolroom?

Only the artist or the creative laborer can hope for complete recompense in emotional reward for his work, and even he must stock the fuel-box when the heat of emotional creative labor dies. So in the classroom, when creative work is at hand, the enthusiasm of youth will find satisfaction in the thrill of doing it. The thrill will not be lessened, however, by the knowledge that that work will be judged, and a value set upon it.

Boys and girls are quick to see remuneration as a symbol, an index to achievement, the proper consequence of work honestly and reliably done. What need then, even when emotional satisfaction runs high, to thwart a healthy interest in remuneration? Or, when such satisfaction is at an ebb, as it often may be in the schoolroom, what need to try to substitute an emotional reward where the situation does not call for the awakening of an emotion which can bring sufficient reward?

A Business-Like System

A FRANKLY business-like attitude toward marks and grades has proved most satisfactory in one classroom at least, even with a so-called cultural subject like English. It has cleared the air of much hypocrisy and sentimental posing. It has established a definite set of values over which there can be no quibbling, and as a result of which, no sense of injustice is engendered. By providing a definite standard with which to judge the value of the work accomplished, it has increased rather than diminished the satisfaction in work well done. It has not ignored the fundamental principle that "the laborer is worthy of his reward."

In this classroom the instructor is regarded as the employer. The workers are paid in proportion to the care and skill shown. A sense of responsibility is quite as apt to bring reward as a quick brain with slovenly habits; for the good workman is prompt, well-equipped, and

careful of his tools. Accurate records are kept and are always open to inspection. When a worker is paid by the piece, he must know the value placed upon each piece, or how can he judge the quality of his output.

Friendly Co-operation

A friendly co-operative attitude is established between teacher and pupils. They know that grades are not the result of guesswork or personal prejudice, as they otherwise so often suspect, but of careful judgment, fallible though it may be. The question, "Why did you give me that grade?" is seldom asked after the first week or two. It automatically becomes, "What was the matter with that piece of work?" A question, which seems sound and sensible, for what harm can come from counting wages and rejoicing in an increase, if you know that the wages are but the symbol of an added understanding and skill in the work at hand?

The number of failures has been reduced because indifference has decreased. Very few boys or girls deliberately choose to be classed among incompetents who cannot earn a living wage. Discouragement is at a minimum because those for whom the work is unusually hard are sustained by the fact that regular output which shows effort is recognized. If they do fall below the line of lowest pay at which a worker is retained, they know that they have learned something about the reasons for that failure, which may help them to make good at the next attempt.

When the experiment was planned, many were the skeptics. It's just an addition to the burden of bookkeeping," said the weary ones. "It will increase the tribe of grade-hunters," said the critics. Neither of these objections has proved well founded, however. Certainly a little careful work each day is less wearing than the weight of work piling up for the days of reckoning established by "the office." The blessed relief from the customary haggling which ensues when the pupil is not sure that his marks are fair, is worth any slight additional daily effort. Surely too, the greedy grabbing for report cards, and the hectic quibbling which so often mark quarter day, are not so healthy a sign as a steady daily vigilance which results in progress. Neither does the question, "What did she give you?" which generally follows the more indefinite method of grading seem to indicate so sound an attitude as the question, "What did you earn?" which as often follows the more methodical system just suggested.



A California School Savings Bank

* * *

The Southwestern Desert

THIS is the desert.

The dawn floods its dunes with rose-golden light,
The noonday bends o'er it unfathomable blue,
Unspeakable grandeur brings sunset and night.

Over such wastelands.

Knowing the colors, the heat, and the cold,
Seeking the pastures where waterholes hide,
Roamed with their flocks, the gaunt nomads
of old.

Under such heavens,

Mapping the pathways that starry hosts trod,
And searching the mysteries hid in such skies,
They discovered the Wonder and Oneness of
God.

—ALICE TENNESON HAWKINS,
San Pedro, California.

* * *

High Schools of San Francisco

THE high schools of San Francisco have rendered a real service to prospective students and patrons through the issuance of a manual of information for pupils about to enter the San Francisco high schools. This bulletin of 48 pages is entitled, "High School Opportunities in San Francisco," and is published by the superintendent of schools. It sets forth in graphic and interesting fashion the opportunities offered in various lines by the schools of secondary grades, the intention being to bring before the pupil and parent information that will lead to a wise choice in the selection of studies and in a program of work that will best fit the student for his future career.

Especially interesting and suggestive are the half-tone photographs showing students at work, in shops, laboratories, athletic and setting-up exercises, music, dramatic art and the like.
—A. H. C.

California Drama Teachers

MARY G. BLOOM
Sanger, California

AN APPRECIATION of the merits of oral English and the drama has steadily grown in California; until those actively interested organized themselves some six years ago into an association for the purpose of helping each other and all people interested in teaching dramatic art.

A chance for self-expression, which comes to many boys and girls in no other way; an understanding of the deeper meaning of life; the molding of a national taste for good drama; an understanding of dramatic art; these are some of the aims and accomplishments of the drama teachers of California.

There are many teachers untrained or inexperienced, or both, who must have an understanding of what they are about, and who must have help in production, in setting, in lighting, in costuming, in music. There are teachers who have been trained or who have had experience, or who have had both training and experience, who need help along the way—whether it be in classroom training or in the occasional production of a school play.

Theatre and School, a publication to meet the needs of drama teachers and students of dramatics goes forth each month to many teachers in California. Irene Childrey Hoch, the editor, says that this is the only publication of its kind in the world—published by and for drama teachers. Such subjects as Speech Work in High School, Pageantry, Stagecraft, Costumes, Method of Conducting Rehearsals, Scheduling and Selection of Plays, Casting the Play, Lighting, Play Lists, and Make-up, are discussed by men and women expert in their particular departments of dramatic work.

A traveling play library enables teachers to borrow books and plays. It is easy to become acquainted with many good plays, dramas of all kinds. Information on the royalty of any play is easily obtained and a reduction is often secured.

Guide for Students

A summer school of the drama! Here drama

teachers and dramatic students come together under the guidance and inspiration of men and women of national reputation. Classes in many branches of dramatic art give the teacher a dramatic equipment by means of which he or she can intelligently guide and direct pupils in dramatic art as musicians train their pupils in the art of music and as painters in painting—by actual participation.

An opportunity to exchange ideas is given at the annual spring and summer conferences. The high school teacher's best speakers go to Berkeley in the spring to enter a Shakespeare contest and festival in the Greek Theater; his best student writer may contribute an original one-act play during the year, the comparative merit of which determines the student's right to a prize. District councilors give help to all who seek it.

High and Serious Purposes

The purpose of the teaching of drama in California is a high and serious one. True, there are those who, because of poor training, or on account of misunderstanding principals and school boards, are hindering the development of dramatic art by the production of cheap and sensational plays with no purpose but to make money for school activities other than drama. These teachers are not "teaching" drama and they are becoming fewer in number.

On the other hand, some of the finest of modern-drama is being produced in our schools this year; and through the influence of those who have organized themselves into a unit for the furtherance of dramatic art in the public schools, more of good dramatic literature will be seen and heard on our school stage.

It may interest the reader to learn that because of the increasing out-of-state membership, it will soon be necessary for the California Drama Teachers' Association to change from a state to a national organization.



Editor's Note: The officers of the Drama Teachers' Association of California include: President, Helen E. Ward, Salinas Union High School; Secretary, Mrs. Margaret Hubbard, Fresno; Librarian, Mrs. W. A. Fiske, Ontario; Royalty Chairman, Mabel L. Dorsey, Davis.

Visual Education in Monterey County

O. L. ECKMAN

Director of Visual Education

VISUAL instruction is often understood to consist entirely of the use of moving pictures. However, many other means are used to convey images to the child's mind, such as lantern-slides, stereographs, photographs, posters, diagrams, charts, models and actual objects. Visual instruction should not be considered a separate method in the teaching process; it is only a means used to make teaching more effective.

It has been said that nothing in modern times, not even the invention of printing, has done so much as the motion picture to broaden the view of the average person. Millions of men, women and children in every walk of life are becoming acquainted with other parts of the world through the moving picture and no means of education has more far reaching results. In the schoolroom it makes for efficiency and saves time.

In the spring of 1925, Superintendent Jas. G. Force introduced the moving picture machine into the rural schools of Monterey county. During that year some children saw moving pictures for the first time in their lives. It was no easy matter to institute such a program for the entire county because the majority of the schools do not have electricity. At first, storage batteries were used to supply the electric current to operate the machine. These produce a fairly satisfactory picture but they are expensive to operate. It is sometimes difficult to secure batteries and they must be recharged frequently.

We are now using a portable generator which is run by a small one-cylinder gasoline engine. The entire outfit weighs only 100 pounds and can easily be transported in an automobile.

Films on a number of subjects are shown as: Agriculture in its various phases, geography, travel, and literature. Comedy is not shown. Films are obtainable from a number of sources. The various departments of the Federal government have produced many excellent films. The State University has a large film library for extension purposes. Many industrial corporations furnish their films for the asking and a further variety of subject matter can be secured

from the regular theatrical booking agencies. In showing the films many explanations are made, especially for the younger children.

The type of machine in use, makes stopping of the film possible which furnishes a "still" picture. After the films have been shown the children write compositions on what they have seen. It is remarkable to see how much they remember. That which has been a closed book to many children is opened to them as a new world, through the agency of the moving picture. The learning process is made much more interesting and appealing and furthermore, contact is made with all types of children.

* * *

To a Teacher

By ALICE ROGERS CATANIA

(With Apologies to Paul McCann, Sierra Educational News, January, 1927)

COMFORTS, pleasures, a car or two,
Yes, my dear, they were meant for you;
Think not such are of low digression
Simply because of your profession:
Forget you are a teacher!

A ride, a walk, a movie show—
If anything, dear, they're a bit too slow;
Be not fearful to make concession,
To things unlike your own profession:
Forget you are a Teacher!

Some "jazz," some sport, you need no rest,
Turn a couple of handsprings just in jest,
Fill up your mind with some obsession,
Never mind that staid profession:
Forget you are a Teacher!

Dance and sing, flirt and play,
Yes, my dear, just for a day;
Take this advice—forget the 'lesson,'
Think not on your great profession:
Forget you are a Teacher!

THIS version of the poem "To a Teacher" was written by a lady who has been in the teaching service of the State for many years and I cannot help but feel that her version is more indicative of the progressive spirit of the teacher of today. The teaching corps needs happy, vigorous human beings and I believe there is a true philosophy underlying the lines "Forget-you are a Teacher."—O. W. BARDARSON, Principal, Kirk Elementary School, Fresno.

Buying School Supplies

(Continued from Page 269)

It should be the aim of every district to furnish supplies of good standard quality. Money may be wasted in buying inferior supplies, just as surely as it may be wasted in buying supplies of better quality and higher price than are required for school use. As an illustration, 25 to 50 cents a gross may mean the difference between pencils with poorly centered and shattered leads, which will waste 25 to 30 per cent in sharpening, as compared with standard quality pencils which may be sharpened with little if any loss.

Free samples are furnished willingly by all school supply houses. Get these samples and test them until you have selected standards that you know will be satisfactory. Then specify these standards, or equal, when calling for bids on supplies.

The best single answer to this question is: Standardize your supplies to the best of your ability. Don't buy several different kinds of pencils, paper, chalk, etc., for the same use. Scratch paper, known as No. 1 or No. 2 News, is cut from the unused core of the big rolls of print-paper used in large printing plants. The best price can be obtained on sizes 6" by 9" and 9" by 12". When special cuts are requested the price advances, because special cuts produce more waste and take more time.

Some eight years ago, when we had but five kindergartens in this school system, we received requests for five different kinds of modeling clay for that year's supplies. That clay would have cost about 33 cents a pound if the order had been split in five different brands. It actually cost around 29 cents a pound when the order was standardized and the total quantity of one brand was purchased. At the present time we use powdered clay which costs us but four or five cents per pound.

Quality Orders Cheapest

Standardization makes it possible to buy larger quantities of a single item. Quantity purchase means reduction in cost. The supply house can stock one line of pencils more economically than it can buy and handle a dozen different brands. This statement applies to every other school supply.

If we continue to order a wide range of any given supply, the supply houses must continue to carry in stock those things for which we

ask. To carry a great variety of stock ties up their capital and frequently causes heavy losses through changes in price and deterioration of certain supplies. Some one has to pay these losses, and some one, in these instances, means the districts buying school supplies.

In direct proportion to the care with which we standardize our orders, we find that errors in delivery are far fewer and deliveries are more prompt. Supply houses frequently experience much difficulty in locating and securing certain so-called "off supplies" for which we ask.

Substitutions

Right here the temptation comes to the dealer to substitute something he has in stock, rather than spend time and delay the order through trying to fill it with the exact item specified. The substitution is frequently equal to or better than the thing for which we have asked but the dealer has scarcely a chance to make us believe it. It is easier to standardize elementary supplies than high school supplies. Sincere and discriminating effort toward standardization of supplies will pay any district, in the end, not alone in dollars and cents, but in time saved and in better service from the merchants.

The smaller districts should not expect to buy supplies as cheaply as do the larger city districts. It simply can't be done. The larger districts buy greater quantities. The larger orders generally carry the clearer specifications, (because the larger districts simply can't afford to be flooded with deliveries which do not come up to requirements, it takes too much time to correct these errors). Clearer specifications mean less trouble in handling orders. These facts give the larger districts a very material price advantage over smaller districts.

Cooperative Purchasing

Legislation will be passed some time, making County Superintendents the purchasing agents for all districts with an average daily attendance below some specified number. When such legislation is enacted, the smaller districts will come into their own in the matter of prices paid for supplies. The County Superintendent will then pool the supply lists of a number of small districts and thus secure the advantages of quantity purchase.

Profiteering vs. Fair Profit

Practically all supply houses will oppose such legislation, and some districts may do so, but such a law would be based on sound business principles. There is now and there always will

be a tendency on the part of school supply houses to combine to hold prices above a given level or margin or profit.

Supply houses **must** make a living profit on what they sell, otherwise they must furnish inferior supplies and give poorer service, or go out of business. We **are** concerned, however, in seeing or in attempting to see that the margin of profit required by supply houses is **fair** to **us** as well as to them.

WHEN TO BUY?

The answer is: Buy early. Ninety per cent of all school districts in the state wait until the months of July and August before placing their orders. The unsatisfactory results are obvious.

To meet this sudden increase in business, every large supply house has to employ extra help. This extra help as a rule, is inexperienced and therefore costly in the number of errors made, and in the amount of service rendered in proportion to wages paid. Here again, the cost is passed on to us.

Practically all school supplies are manufactured in the East. Merchants on the Pacific Coast carry in stock only what they estimate to be our requirements for three months, six months, or a year at the most. With 90 per cent of our purchases falling within a period of 60 days, stocks of supplies are rapidly exhausted.

Fill-in orders from the East are late in arriving, for the East is also suffering the rush season. Transportation on small shipments is more expensive than on car load shipments. Thus, the district that is late in placing its orders, must pay a higher price for supplies which will probably arrive late and which will carry many odds and ends of depleted stocks, as well as many substitutions for items which cannot be secured at all.

How to Figure Consumption

If a proper record of supply consumption has been maintained, we can order supplies as easily and as accurately in the middle of the school year as at its close. It is only necessary to total the consumption of any given supply at the end of any given number of months, then divide the total consumption by the number of months since school began; this will give you the average consumption for one month. Multiply this unit by the number of months in your school year and you have, accurately, the quantity you will need of any given supply.

If your district is growing rapidly, you will

need to make allowance for that growth. For a number of years we have added one-fifth to the total of practically all our requirements to provide for our yearly increase in attendance. There are some supplies, such as blackboard erasers, pointers, rulers, and other items not consumable within the period of one year, that must be given individual consideration. It is not always safe to order these supplies from a record of consumption covering a period of less than one or even two full school years.

Summary

What I have been trying to tell you, may be boiled down into one short paragraph:

First—Decide what to buy, and describe it fully.

Second—Base purchases on past consumption, buy what is required, and no more.

Third—Buy good standard quality—more expensive or less expensive supplies mean money wasted.

Fourth—Standardize requirements and secure the reduced cost of quantity purchase together with prompt delivery.

Fifth—Buy early, and avoid the rush.

* * *

A SERIES of Southern California Curriculum Conferences are being held during the present school year with great success. The first conference, held in Long Beach in November, was attended by about 40 persons and represented nine cities.

The second was held in Los Angeles in March. One hundred and twenty-eight people representing Alhambra, Burbank, Glendale, Inglewood, Long Beach, Los Angeles, Monrovia, Pasadena, Riverside, San Bernardino and San Diego were present at the luncheon, and possibly fifty more attended the section meetings following the luncheon.

The next conference is to be held in Pasadena on May 14. The growth in attendance and representation indicate the interest that is being shown in these conferences.

* * *

ELEMENTARY teachers of Kings county were organized into professional study groups this year, and most of them have undertaken valuable work. Recently they appointed representatives to a central advisory council which has federated these groups into a Kings county teachers' association. The council is putting its groups at work on curriculum revision plans. H. A. Sessions, field assistant to the County Superintendent, is chairman of the council.

CALIFORNIA CONGRESS of PARENTS and TEACHERS

OFFICIAL DEPARTMENT

Annual State Convention

LOS ANGELES, MAY 31-JUNE 4

Ambassador Hotel, Headquarters

THE State Convention will be held in Los Angeles immediately following the National Convention in Oakland with Mrs. W. W. Hopps, President of Tenth District (Los Angeles City) as hostess.

An all-day Board meeting at the Wilshire Country Club on May 31 will include a luncheon given by Tenth District to Board members. At the Hotel Ambassador a banquet will be served at 6:30 with Wm. John Cooper, State Superintendent of Public Instruction and Mrs. A. H. Reeve, National President, as the principal speakers.

The formal opening of the convention will be on Wednesday, June 1st at the Philharmonic Auditorium, with reports from officers and managers of the bureaus of child development, rural life, publicity and Program service.

On Thursday and Friday the directors of the departments of organization, extension, public welfare, education, home service and health, with the several chairmen under each department, will report and have well-known authorities as speakers, many of whom will be on the national program in Oakland the previous week.

Many group luncheons and dinners are being planned and a most unusual musical program is being arranged under the direction of Mrs. Wm. E. Mabee, State Chairman of Music; Mrs. Leonore Montgomery Martz, and Jennie Jones, supervisor of music in Los Angeles city schools.



Mrs. A. H. Reeve

ANNUAL NATIONAL CONVENTION

Oakland, May 21-28

Hotel Oakland, Headquarters

GENERAL TOPIC: "The Seven Fold Program of Home and School." Based on the following points: 1. Worthy Home Member-

ship. 2. Sound Health. 3. Vocational Effectiveness. 4. The Mastery of Tools and Technique of Learning. 5. Ethical Character. 6. Wise Use of Literature. 7. Useful Citizenship.

Addresses—

"Our Seven-fold Program of Home and School," Mrs. A. H. Reeve, President National Congress of Parents and Teachers.

"Worthy Home Membership," Ernest R. Groves, Boston University.

"Mastery of Tools and Technique of Learning," Susan M. Dorsey, Superintendent of Schools, Los Angeles.

"Ethical Character," Joy Elmer Morgan, Editor, Journal of National Educational Association.

"Vocational Effectiveness," Edward Yeoman, Director, Valley School, Ojai.

Child Development—Sound Health

Speakers: Bird T. Baldwin, Manager of Child Development Bureau of National Congress of Parents and Teachers.

William Parker Lucas, University of California.

Lewis Terman, Stanford University.

W. Carson Ryan, Jr., Swarthmore College.

Other speakers and their subjects are:

"Guiding Boys and Girls in Adolescence," Newell W. Edson.

"Recreation," George W. Braden, National Playground Association.

"Motion Pictures," Mrs. A. H. Reeve, National President.

"Bulletins as Publicity Agents," Laura Underhill Kohn, National Publicity Manager.

"Dramatic Art," Alfred G. Arnold.

"Music," Glen Woods, Oakland.

In addition there will be a gold star breakfast, thrift luncheon, a publicity institute, and class in parliamentary law.

Round-table conferences, led skilfully by national chairmen of repute, will be held on home-making, spiritual training, children's reading, wise use of leisure, pre-school study-circles and parental education.

On Wednesday, May 25, will be the annual tree planting ceremony on University of California campus. All sessions and round-tables are open to the public.



FROM THE FIELD



Herein appear from month to month, as may seem called for, brief notes or queries—concise, helpful, personal expressions of valuation and judgment, upon local, state, or national educational affairs of general interest.

San Benito County

SAN BENITO County teachers are 100 per cent enrolled in the California Teachers' Association, according to County Superintendent of Schools, Mrs. Catherine Gray Hooton. Congratulations to San Benito, as it is one of a growing list of California which is making a 100 per cent enrollment in the C. T. A.

* * *

C. T. A. 100 Per Cent Enrollment

LONG BEACH city schools are reported to be 100 per cent in the enrollment of their teaching staffs in the California Teachers' Association for 1927. Report by Marion Knapp, publicity chairman, Long Beach City Teachers' Club. Hearty congratulations to Long Beach!

* * *

Classroom Teachers

AT THE Spring Conference of the Classroom Teachers' Section of the California Teachers' Association, Bay Section, held in San Francisco, Miss Clara Lynn, secretary, N. E. A., Classroom Teachers' Department, was guest of honor. Resolutions were adopted as follows:

1. To improve the quality of teaching service, this group go on record as favoring greater restrictions by Teachers' Colleges and other training institutions, both in admitting students and in graduating them as teachers. These restrictions should apply especially to health, personality and mental stability.
2. Favors the retention of the local organization as an important unit in the N. E. A. Delegate Assembly.
3. Strongly advocates the permissive legislation on Sabbatical Leave, as conferring great benefit upon school departments, teachers and most of all on the CHILDREN.
4. Urges the formation of Classroom Teachers Sections in all districts.
5. Urges every local organization to take up the study of ways and means of establishing branch public libraries in all public schools.
6. Urges all local organizations to put before their Boards of Education the justice and efficacy of allowing cumulative sick leave benefits to all teachers.—LILLIE KERTELL, *Secretary Regional Conference, San Mateo, California.*

Corrective Speech

AT THE Seattle meeting of the N. E. A., Speech Correction will make its first appearance. For some years, teachers doing this type of work have been anxious to pool their experiences, check up their theories, find out the "other fellow's" successes, and feel the sympathy that comes from the common failure.

So this year, with the co-operation of Miss Agnes Winn, the conference has been planned. Three types of work will be discussed.

The first two are of particular value to the teacher with special speech training;—1. Psychology and psychotherapy of stammering cases: Mrs. Mabel Gifford, our state speech director will speak on "Re-education of the Emotions." A good mental hygienist will talk on the "Emotional Development of the Child."

The second special subject will include lisping, lateral "s" and other letter substitutions.

The third subject of interest to everybody, is the problem of the general indistinct, sloppy speech of so many of our boys and girls, and adults, too! What can be done to develop better, clearer speech? How can we save the next generation from being bored and wearied by the "motion mumblers" and the "closed mouth speakers"?—EDNA COTREL, *teacher in charge, Correct Speech Department, San Francisco.*

* * *

Geography Bulletins

GEOGRAPHIC NEWS BULLETINS are a gift of the National Geographic Society to education. Many teachers miss the early fall issues of this bulletin series by neglecting to order in time.

The Society will continue the Geographic News Bulletins during the coming school year. They can be sent only to teachers. Thirty issues of the Geographic News Bulletins are published during the school year. Each issue contains five illustrated bulletins giving the geographic background of news events. Teachers receive the Bulletins upon payment of 25 cents annually to cover mailing costs.—J. R. HILDEBRAND, *Chief of School Services, National Geographic Society, Washington, D. C.*

Printing Education

TWO publications of the Department of Education, United Typothetae of America, have a direct bearing upon the general field of printing education:

1. A Survey of Printing Instruction: This is a study, based on more than 230 schools, representing 13 different types of schools. Among the topics discussed are (1) summary of findings, (2) growth of printing education, (3) printing text material, and (4) objectives in printing instruction. Considerable information of each of the schools included in the survey is given in tabular form. The pamphlet contains 47 pages.

2. Directory of Printing Teachers and Schools of Printing: This is probably the first attempt in compiling a comprehensive list of printing teachers and schools. There are 1019 teachers listed, and 1015 schools of printing. The latter are classified by states.

Both publications are issued free to any person requesting them.—FRED J. HARTMAN, *Department of Education, United Typothetae of America.*

Seattle Headquarters

AT THE Seattle meeting of the N. E. A., California headquarters will be maintained at the Hotel Olympic. It is understood that hotel accommodations for delegates will be difficult to obtain owing to the large number who are expected to attend the Seattle convention. Delegates and others who expect to be in Seattle during the N. E. A. Convention week (July 3-8) should write at once for accommodations.

Philosophizings

SIERRA EDUCATIONAL NEWS is always good, but in recent issues I find something that to my mind is more fundamental. The article on school children dressing alike is something I have advocated ever since I saw the beauty, utility, and equalizing of the same in our federal schools.

The fight you are making for homes for teachers is a splendid effort for home conditions for the children, while away from their parents' homes.

The American public school is the only institution that can save our Christian civilization. But we must give it power, force and full-rounded intelligence. If one wants a horse shod, a tooth extracted, a watch repaired; he goes to someone who has had long years of experience in the work he wants done. As child development is of greater importance than these we must give our teachers a profession, a life tenure of

employment so that such well-equipped parent-teachers can give all their splendid ability to building the character of government, business and society through developing the character of every child.

What of the future? The march of civilization has circled the globe. The old civilization and the new civilization face each other, a contest is inevitable. Will this be one of war, world misery? Or will it be one of wisdom, love, tolerance? The answer is in the hands of the United States. Millions flocking to our shores from every nation on earth, writing home about the opportunities and liberties of this great nation, kindled a new hope in the hearts of their old home people. Then came the world war from which we emerged as the creditor nation of the world. So we are the arbiters of world wisdom.—J. F. MURRAY, 172 *Columbus Avenue, San Francisco.*

* * *

PROGRESSIVE Education Association held its annual convention in April at Cleveland, Ohio. The theme was the Spirit and Practice of the New Education, with special attention to parent education, the nursery school, creative English, and experiments in secondary education. One of the high points of the program was the inspiring memorial address by Paul Honus, in honor of Dr. Charles Eliot, who was the acknowledged leader of the Association from its beginning in 1919 until his death.

* * *

A Song of Western Hills

YOU have not seen our hills, who call them barren, brown.

It matters not how many years before your gaze

Their shapes were stretched against the sky,
your eyes were blind.

You felt no witchery of purple autumn haze
And saw at night no mystery in masses black.
You never saw beneath the clouds blue shadows pass

As vivid blue as western heavens are,
Nor saw Spring paint with green the sagebrush and the grass,

Nor Dawn with glorious gold and saffron tint the peaks,

Nor Eve upon them throw her rosy mantle down,

Then watched them in the changing light grow mauve and grey.

You never saw our hills, who call them barren brown.

—ALICE TENNESON HAWKINS, *San Pedro, Calif.*



EDUCATIONAL LITERATURE

Good Morning

AFTER a slip of twenty-five years, old-fashioned dancing is being revived by Mr. and Mrs. Henry Ford. In a paper-bound volume of 169 pages, with many illustrations, diagrams, and musical scores, the writers ably and concisely present the technique of the old-fashioned dances. Published by the Dearborn Publishing Company, Dearborn, Michigan, 1926. Price 75 cents.

Mr. Benjamin J. Lovett, writing to us from the office of Mr. Ford, makes the following interesting statement:

"Physical training, normal and public schools throughout America are interested in these old American dances, and are using them in conjunction with their physical training work. In Detroit schools alone there were over two hundred dancing classes last year. In some schools the time for this work is taken from the physical training period. In other schools a special half-hour every other week is given, and the children look forward to that period.

"The purpose of these dances in the public schools is to teach deportment and graceful courtesies, such as bowing, courteous rising, sitting, shaking hands, etc. It teaches boys a chivalrous behavior toward girls. As the result of these lessons the children take into their classes, into the streets, into their homes a courtesy and self-possession which cannot fail to have a good effect on their character. Not a bad thing for some of the children of America, and the best time to teach deportment is during grade school age. After all, part of our social standing is the impression we made through good manners.

"We believe every boy and girl in the public schools of America should be taught these old American dances and the deportment that goes with them."

* * *

Teachers Shamefully Underpaid Says Noted Magazine Editor

COMPARE the average salary of teachers with the wages of skilled and unskilled labor, including school janitors, and blush," says Arthur Sullivan Hoffman in a recent issue of *Adventure Magazine*, of which he is the editor. That teachers manage to be as good as they are is a miracle he thinks. "They deserve our respect equally with our pity."

Mr. Hoffman considers it a disgrace that we erect beautiful school buildings and brag about them, and then woman them with teachers whose pay is shamefully low.

"No good business man would dream of making such an investment in buildings and equipment," he writes, "and then offer such low wages for the operation of his plant that people with brains-enough-to-handle-the-job would have too much brains to take it, when on every

side were better paying openings." The article gives interesting details on this situation, and makes several practical suggestions for remedying it.

* * *

Scholastic Awards

The Scholastic is a national magazine for the schoolroom published every other week during the school year at Pittsburgh, Pennsylvania. The editor is Maurice R. Robinson. The Committee on the Scholastic Awards, includes,—William M. Davidson, Pittsburgh, chairman; P. P. Claxton of Tulsa, Arthur H. Chamberlain of San Francisco, Mrs. Susan M. Dorsey of Los Angeles, Joy E. Morgan of Washington, D. C., Herbert S. Weet of Rochester, N. Y. and 14 others.

* * *

Opportunity

DR. M. VICTOR STALEY
Oakland, California

BELIEVE him not who says I knock
But once at ev'ry door;
For each new day I pass thy way
To urge and to implore.

Art slothful? Set thy hand to toil;
O'erburdened? Don't despair;
Behold life's chances thickly strewn
About thee ev'rywhere.

I knock, and knock, and knock again;
Not once, but o'er and o'er.
It rests with thee to welcome me
And open wide the door.

Though I have known thy past neglect,
I still shall come as friend;
And, all-forgiving, willingly
A helping hand extend.

The present can the past retrieve
By duty nobly done;
By thine own power, this very hour
A victory may be won.

Think not the fairest chances sped;
They're here to grasp at will;
And in the face of past defeat,
Success awaits thee still.

EVERYDAY PROBLEMS OF THE COUNTRY TEACHER

FRANK J. LOWTH

*Principal Rock County Rural Normal School
Janesville, Wisconsin*

A TONE to this delightfully-written handbook, published by The Macmillan Company, 1926, gives to the reader a sense of cordial friendliness. The kind of warm glow comes about your heart that you have perhaps felt at some time when as a child a much admired teacher taught you some bit of necessary knowledge, taught it to you **personally**.

And while you said, "Thank you" to that teacher you felt a strange exhilaration because this knowledge that you needed was not given in a patronizing way but in a most natural, easy, friend to friend manner that carried with it a complimentary implication of your own worthiness. It is a book for teachers in the rural field or for students preparing for the rural service. It has been written, as the author says in his Foreword, to give concrete suggestions concerning the actual problems presented by rural school conditions.

There is a quality of newness, fresh material, a dipping into the wisdom of the present leaders in educational thought, pervading the entire treatise. It is rich in foot-notes that refer the reader to original sources. In addition to an excellent index there is an appendix that gives one additional information prepared in a scholarly way and includes also a classified bibliography of one hundred titles.

Charts, tables, type-programs, tabulated health standards, and pleasing illustrations abound. Lists of good pictures, of poems, of phonograph records enrich the pages with definite help.

To apply oneself conscientiously to this book, studying the themes discussed and becoming acquainted with the authorities cited, taking advantage of the projects listed in the General Exercises, is to receive a liberal education in Rural School Technique, plus much philosophy and pedagogy that would enrich the professional possession of any teacher, urban or rural.

A review by Ada York, San Diego County Superintendent of Schools.

* * *

REVISED Courses-of-Study in Industrial Education have recently been issued by the Fresno Public Schools. Lynn E. Stockwell is director of vocational education there. The work is divided into two types, one a general shop and the other a specialized shop. The courses-of-study occupy 39 mimeographed sheets and include extensive charts and tables. Walter R.

Hepner, city superintendent of Fresno schools, states that it is particularly gratifying to note that the committee, in these outlines, seeks to stimulate work of the exploratory and informational type, leaving the development of specific vocational skills to the later courses in the regular Smith-Hughes work.

* * *

Individual Progress Reading

IN a vast number of the better class of American homes, where happy children dwell, the name of John Martin is a familiar one. As editor of "John Martin's Book," he has become a national figure in the life of childhood. Ambrose L. Suhrie and Myrtle Garrison Gee, both of the education department of New York University, and in collaboration with John Martin, have prepared a new series of readers entitled "Individual Progress Reading." Illustrations are by Mabel Betsy Hill. In the third and fourth books of this series; George H. Gartlan, director of music in the Public Schools of Greater New York, has also contributed a part. Published by the World Book Company.

The first book, "Story-Folk," has 112 pages; the second book, "Story-Fun," 174 pages; third book, "Story-Friends," 256 pages; fourth book, "Story Adventures," 319 pages. Large type, abundant color illustrations, substantial, attractive binding, and literary charm, are among the potent factors which give this series large educational usefulness.

"A school is a place where children come together to educate themselves and each other with help of a good teacher," states Professor Suhrie. This indicates the spirit of the series. The technique of individual progress is exemplified and made practical in a very satisfying way. Typical of the helpful material is the closing page of the series which is entitled, "How to be sure that you are progressing."—V. MacC.

ROOM AND BOARD FOR WOMEN STUDENTS

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Summer Session

Block and a half from Campus. Quiet location. Rates \$70 for six weeks. Board only \$47.50 for six weeks.

RANDOLPH A. SMITH, Mgr.
2250 Piedmont Ave. Berkeley, Calif.

Just Published
Bryant's Songs for Children

By Laura Bryant, Supervisor of Music, Public Schools, Ithaca, New York

80 Pages. Colored Illustrations. Price \$.64

An attractive supplementary song book intended for use from the fourth grade up, containing 82 sight-singing songs and rote songs. The sight-singing songs, which have tuneful melodies and pleasing verse, supplement the material in the author's **Studies and Songs for Individual Sight Singing, Books One and Two**. The rote songs include settings of poems by Eugene Field, Katherine Pyle, and Frank Dempster Sherman. The book has many artistic illustrations in black and orange.

McElroy's Flying

Oh, life is all gladness
 Oh, life is so fair!
 For all the day long
 I am skimming the air.

On steel wings I'm flying,
 And ever I cry,
 "Oh, life is all gladness
 So gayly I fly!"

The sky is above me,
 The clouds are beneath:
 The wind is against me,
 I laugh in its teeth.

Then higher I bound,
 And I turn quite around,
 And swiftly I sweep to
 My rest on the ground.

—From Bryant's "Songs for Children."

AMERICAN BOOK COMPANY

121 Second Street

San Francisco

EXTRA! EXTRA!

All about American Secondary Education

ABOUT present practices, trends and opinions and where they are taking us. About every important phase in the development of American secondary education, with 100 illuminating graphs and numerous tables. About the size and distribution of high schools, rural education, adaptations to differences in ability, community, relationships, and many other vital topics not usually included in a book on this subject.

in an authoritative new book

THE AMERICAN SECONDARY SCHOOL

By L. V. Koos, *Professor of Secondary Education, University of Minnesota. Author of "The Junior High School" and the "Junior College Movement."*

GINN & COMPANY

45 Second Street

San Francisco, California

Holding Power Is School Need

THE majority of boys and girls in California still close their school careers before they reach the ninth grade. Not more than 10 per cent of them are eager for education and are forced to leave school because of economic necessity. Most of them do not wish to avail themselves of the opportunities offered or are unable to do so for mental or social reasons.

The holding power of the school is inadequate and adaption of school programs to meet the interests and needs of these young people must be made if the evils arising from low economic status and inadequate educational background among our citizens are to be overcome.

These are reasons offered in the bulletins on the subject of part-time school and problem children, by Emily G. Palmer, special University of California agent for training part-time teachers, and Irvin S. Noall, state supervisor of industrial education in Utah.

* * *

Industrial Education

A Review by NICHOLAS RICCIARDI, California State Commission of Vocational Education, Sacramento.

HISTORY of Manual and Industrial Education up to 1870," by Charles A. Bennett, is a book that every teacher should read to give balance to his philosophy of education. All manual and vocational education teachers should have the book on their desks and should read it more than once to appreciate it fully. The scholarly thoroughness of the author is evidence of research work painstakingly pursued for many years; but it does not detract from the readable presentation of a vast array of interesting facts in clear historical sequence and significance.

No one can read this book without realizing more clearly than ever before that the fundamental principles now controlling manual and vocational education, and the philosophy of vocational education of today may very definitely be traced to the distant past, and that such tracing constitutes a history which Mr. Bennett has written in a masterly and scholarly way, producing a work which will not be matched for many years.

The purpose of the book is "to build up . . . an adequate historical background of the present development in manual and industrial education." Mr. Bennett believes "that such a background is essential to an adequate understanding of the present-day problems of public education." That Mr. Bennett has accomplished his purpose in a thorough manner may be read-

ily gathered merely from an enumeration of his chapter headings:

Chapter I. Labor and Learning Before the Renaissance.

Chapter II. The Relationship Between Things and Thoughts.

Chapter III. Hand Training a Means of Mental Training.

Chapter IV. Handwork a Fundamental Means in Education.

Chapter V. The Fellenberg Institution at Hofwyl.

Chapter VI. The Followers of Pesta'ozzi and Fellenberg.

Chapter VII. Industrial Schools for Poor or Delinquent Children.

Chapter VIII. The Development of School Substitutes for Apprenticeship.

Chapter IX. The Mechanics' Institute Movement.

Chapter X. Higher Technical Education in Relation to Instruction in the Manual Arts.

Chapter XI. The Development of Art Education in Relation to Industry.

* * *

STREET TRADES is the title of an important illustrated volume published by the National Child Labor Committee of 215 Fourth Avenue, New York City. "Do you know," it states,—

I. That there are in the United States about 200,000 children under 16 years of age employed as newsboys, bootblacks, errand, delivery and messenger boys, vendors of chocolate, chewing gum and shoestrings, market-stand helpers, etc?

II. That the number of newsboys 10 to 13 years increased 7 per cent between 1910 and 1920, although other types of harmful child labor decreased?

III. That street work subjects children to definite moral hazards, and that there is a high delinquency rate among those engaging in these occupations?

IV. That street work interferes with education and that the percentage of street workers retarded in school is larger than for an ordinary group of children?

V. That street trading exposes the child to nervous fatigue and other physical dangers attendant upon long hours, exposure to all kinds of weather, irregular meals, rush and excitement, the carrying of heavy loads?

Wiley H. Swift, is acting general secretary of the Committee. Gertrude Folks Zimmand is in charge of research.

* * *

DRAMA Teachers' Association of California, organized in 1921, now has 250 members, and issues eight times a year a bulletin, "Theatre and School." The Association loans plays from its traveling play library to members; arranges royalty rates for members; sponsors original play and pageant-writing contests for high schools and colleges; assists in sponsoring the annual state Shakesperian Festival; and sponsors a summer school for teachers and little theatre workers on the arts of the theatre.

THE BILLY BANG BOOK

Another reader by Mabel Guinnip LaRue, to follow In Animal Land, has just been published.

There are forty-four of the jolly friendly animal pictures by Maud and Mishka Petersham. The animals befriend a little lost boy, Billy Bang, and he has a happy time with them in the forest.

There are interesting exercises including a number for silent reading.

Teachers and children who have read the earlier books have been eagerly awaiting this new book. If you don't know the LaRue Readers "The F-U-N Book" (Primer Grade) "Under the Story Tree" (First Reader) In Animal Land" (Second Reader) you have a rare treat in store for you.

If you are looking for NEW, INTERESTING supplementary readers let us tell you more about this series.

THE MACMILLAN COMPANY

350 Mission Street

San Francisco

Let These Books Solve Your Typewriting Problem

These books are the outgrowth of the New Rational Typewriting, first published in 1923. After a three-year test in hundreds of schools, Mr. SoRelle has revised, refined, and modified the book to meet every phase of typewriting instruction. The five new books are:

New Rational Typewriting, 1927 Edition. A thorough revision of the 1923 edition. Contains sufficient material for a full year's work in high schools. List price, \$1.20.

Teacher's Manual to New Rational Typewriting, 1927 Edition. 25c net.

Rational Typewriting Projects. A course in advanced typing covering the various types of work usually encountered in business offices. Designed to follow the first-year book. Suitable for either public or private schools. List price, \$1.20.

Teacher's Manual and Business Forms. (In preparation, price to be determined)

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CARPENTER'S JOURNEY CLUB TRAVELS—

By Frank T. Carpenter and Frances Carpenter. *The Clothes We Wear*, 210 pages. 1926. *The Foods We Eat*, 190 pages. 1925. *The Houses We Live In*, 214 pages. 1926. All these volumes with many illus. and color plates.

The child in the modern school is indeed fortunate in the supplementary reading which is now abundantly provided by all progressive school systems. Carpenter's "Journey Club Travels" is an admirable series of industrial readers on food, clothing and shelter, designed for the use of pupils in the lower grades of the elementary schools. A notable feature of the series is the wealth of illustrations.

The reading is well motivated. The children organized a journey club for the purpose of making trips to various parts of the world to find out about the foods they eat, the clothes they wear, and the houses they live in. They make their own investigations, and their personal observances are reported to the club.

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Large page size, large type, artistic arrangement of materials, and stout attractive binding, all make their contribution to the unquestioned merit of this highly commendable series—V. MacC.

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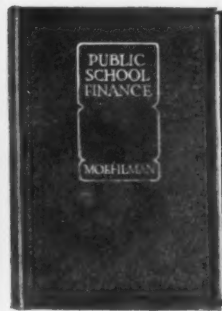
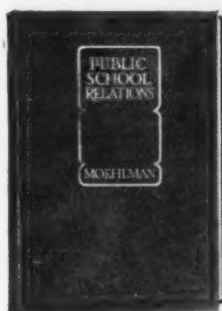
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STANDARDS IN ELEMENTARY SHORTHAND

—By Frances Effinger-Raymond and Elizabeth Starbuck Adams. 122 pages. The Gregg Publishing Company. 1926.

This valuable and interesting experiment was projected for the purpose of establishing definite standards for the guidance of teachers in organizing classes. Limitations of space forbid a comprehensive and adequate survey of this remarkable volume.

We wish that every teacher might become thoroughly familiar with the concluding chapter, which is colorfully entitled, "Throw Out the Life Line." Raymond and Adams have brought to a successful conclusion and to a lucid narration a research that could well be duplicated in many other fields of high school study.

There is large need for such investigations as this one. Until we have set up practicable standards, and until we have thoroughly mastered the philosophy of "babies," as given on page 113, we school people cannot expect to be particularly efficient—V. MacC.

* * *

RURAL LIFE AT THE CROSSROADS—By Macy Campbell, Head of the Department of Rural Education, Iowa State Teachers' College. 492 pages. Many illustrations and diagrams. Ginn and Company. 1927.

Is there to be a farm peasantry in America? This, the theme of the initial chapter in Campbell's stimulating and comprehensive drama of American rural life, is indicative of the kinds of topics that are treated.

The financial support of schools in rural communities comprises the final chapter (No. 23) of the volume. Campbell has done a great service for all who are interested in rural life and rural welfare, in bringing together in a readable and intensely practical school text, the essential data concerning American rural life.

The title of the book is not a mere rhetorical gesture. We stand indeed at a real "fork in the road." The nation as a whole is involved, not merely rural folk. If we take the wrong path we shall stumble down the same fateful and sheolian decline that many once great nations of the past have traveled.

Homer H. Seerley, in the foreword, says of Campbell:

"As the head of the department of rural education in Iowa State Teachers' College for eleven busy years, as a worker in rural public schools all his life, as a student of rural conditions in all parts of the United States, as an

authority on rural problems because of the thoughtful and persistent attention he has given to the conditions underlying the problems, no one has a better right to be heard with confidence than this man of the common people, this man of sincere devotion to the service of humanity and of genuine accomplishment in the field of education in which he has won conspicuous recognition at home and abroad." —V. MacC.

* * *

A HANDBOOK OF EXTRA-CURRICULAR ACTIVITIES in the High School. Especially adapted to the needs of the small high school. By Harold D. Meyer. Illustrated. 413 pages. \$4.00.

PLAY ACTIVITIES FOR ELEMENTARY SCHOOLS. Grades One to Eight. Compiled by Dorothy La Salle. Illustrated. 188 pages. \$2.00.

CALISTHENICS. Modern Methods of Freck-Exercise Instruction. By S. C. Staley. Illustrated. 345 pages. \$3.00.

FOOTBALL CONDITIONING—An illustrated handbook for coaches, students and players. By Holger Christian Langmack. 58 pages. Many illustrations. \$1.50.

The four practical and up-to-date books above listed are 1926 productions of A. S. Barnes & Company, publishers, of New York City. Each volume represents in its respective field a clear and useable statement of the most modern technique and principles.—V. MacC.

* * *

JOURNALISM FOR HIGH SCHOOLS—By William N. Otto. 381 p. il. Harcourt Brace and Company. 1926. \$1.48.

For 16 years, Mr. Otto, head of the English department of a large Indianapolis high school, has made a special study of high school journalism. His text is one of the first to give a comprehensive account of the background and technique of this new high school subject.

California has an unusually large number of high school newspapers and periodicals and therefore will find Otto's excellent and teachable text to be of general application and usefulness.—V. MacC.

* * *

A WONDER BOOK FOR BOYS AND GIRLS, Comprising stories and classical fables—By Nathaniel Hawthorne. 154 pages. With preface and notes. F. A. Owen Publishing Company, Dansville, New York. 1927.

* * *

SENTINELS OF THE SEA—By Francis C. Owen. The Young Learners' Library. 126 pages. Illustrated. F. A. Owen Publishing Company, Dansville, New York. 1926.

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NOTES AND COMMENT

Institutes and Meetings

TRINITY COUNTY will hold its annual Institute the first week in September at Weaverville, according to report from Lucy M. Young, County Superintendent of Schools.

The **Siskiyou County** Institute will be held at Dunsmuir in the Masonic Temple during the week of August 30-31 and September 1.

The **C. T. A. Northern Section** will meet at Sacramento during the week of October 17th. The New Memorial Auditorium, recently dedicated, will be the place of meeting. There will be 15 counties including the cities of Sacramento and Chico, in attendance.

The **C. T. A. Central Coast Section** will hold its 1927 convention at the Santa Cruz Casino at Santa Cruz. The dates selected are December 12, 13, 14 and 15. The Casa del Rey Hotel will be headquarters. There will be no separate institutes away from the convention city.

Placer County Institute will be held with the C. T. A. convention in Sacramento.

C. T. A. Bay Section. Oakland, December 19, 20, 21 and possibly 22.

The **C. T. A. North Coast Section** will probably hold its meeting at Eureka the last week of September or the first week of October. The Joint Committee Institute will meet at the same time and place.

THE Southern Section Convention will begin on Wednesday evening, December 21, and sessions will continue Thursday and Friday, December 22, 23. Imperial County, Los Angeles County, Riverside County, San Bernardino County, San Diego County, and Ventura County, will cooperate with county institutes on that week. Santa Barbara County will hold sessions at a different time. The following city institute districts will cooperate and hold their sessions December 19, 20, 21: Alhambra, Glendora, Long Beach, Los Angeles, Pasadena, Pomona, Riverside, San Diego, Santa Barbara, and Santa Monica.

MISS IRENE BURNS, former County Superintendent of Schools of Placer County, is now engaged in rural supervision in Nevada County.

California Secondary Schools Improving SCHOLARSHIP standards in California high schools and private preparatory schools show improvement. This fact is shown by the increase in the number of schools whose graduates are accredited to the state university without examination. In a list of accredited schools 319 institutions are named, while last year 303 appeared on the list and in 1924 only 300.

Because of the strict requirements of the university, however, the number of schools named unconditionally has fallen from 191 in 1924 to 185 this year, even though the total has increased. Schools named conditionally are those which have accredited privileges, but which are not sufficiently developed in organization, resources, or standards to be considered as permanently on the list.

* * *

CALIFORNIA TEACHERS' ASSOCIATION, Southern Section, has moved its offices from 525 to 732 Van Nuys Building, Los Angeles. Mr. F. L. Thurston is the Executive Secretary of the Southern Section. The new offices are more commodious and will more effectively serve the rapidly increasing volume of educational activities in the South.

* * *

JUVENILE delinquency is the theme of a valuable five-page mimeographed report by J. L. Sloane, principal of the Morgan Hill Grammar School, and chairman of the juvenile delinquency committee of the Sixth District, California Congress of Parents and Teachers. He lists ten factors that contribute to the problems of juvenile delinquency, as follows,—Truancy; Smoking; Drinking; Stealing, Idleness; Too much freedom; Cheap literature; Automobile parties; No home responsibilities; Non-attendance at Sunday School; a disregard for everything in general.

* * *

JACK WEST of the Eighth Grade, Washington School, Pasadena, is the capable son of the capable city superintendent of schools. The young man has journalistic leanings as recently evidenced by some artistic and well-printed cards which he recently presented to his father.

A Better Breakfast Campaign

ELLEN MAE CORNNELL, R. N.

Compton City Schools, Compton, California

COMPTON City Grammar Schools, seven in number, have a theatrical company, consisting of a director, 80 assistant directors, and 2300 actors and actresses. It is known as the "Health Education Company."

One of the director's duties is to select the plays to be enacted. She must have a play that has plenty of action and sustained interest, one that will secure the co-operation of all the assistant directors and the support of the actors and their families.

While looking through the Sierra Educational News the director saw such a play advertised. All of the "props" were furnished. That appealed to her, for she and the assistant directors have many other duties, and little time to work out all of the ideas which might be useful to the Health Education Company. The director immediately wrote to the firm that advertised this play and asked them to send her sufficient material to stage their play with a cast of 2300 players.

Abundant Materials

When the material arrived, which it did promptly, it consisted of 80 instruction books for the assistant directors, called "A Program for Teaching Health Habits;" one large poster for each assistant director to hang on her stage; 1300 small posters, one for each of the younger actors; and 1000 larger posters, one for each of the older participants, and 16 cases, each containing 144 sample boxes of Cream of Wheat.

This is the way the Health Education Company staged their play, which was called "Better Breakfasts."

Director enters stage, where assistant has about thirty actors assembled, and says "Boys and girls, I have a surprise for you." (Actors register surprise and anticipation).

Director says, "See this lovely poster? I am going to leave it in your room." (Actors register gratitude and pleasure). Some of them say "Oh-h-h!" (Poster represents healthy children reading).

Director says, "I want each of you to read what the poster says. It says 'These health children have learned to read well because they eat good, nourishing food. For breakfast they eat fruit, cooked cereal, milk, toast and butter.



Every boy and girl needs a hot cereal breakfast.' How many of you have a cooked cereal for breakfast?"

Most of the plump, rosy actors hold their hands high, enthusiastically crying, "I do, I do." The remaining ones look ashamed, but try to appear unconcerned and disinterested. The director strives for interest, so continues, "See these small posters? You are to color them and take them home. The ones for the smaller children have a message on them to your mothers. She will keep a record, in the space provided, of the kind and number of times a week you eat cooked cereal. You are required to eat cooked cereal only three mornings a week, though you should eat some every morning. You may eat any kind of hot cereal you choose.

Beautiful Pictures

At the end of a month these records are to be brought back, and if two-thirds of you have fulfilled the requirements, the assistant director will send to the Cream of Wheat Company for one of the pictures represented here." (Shows small replicas of pictures shown in back of manual). "You may choose the one you like. All are 12 by 15 inches, reproductions of some of the best pictures ever made. How many of you would like to earn one of them for your room?" (Everyone registers delight and enthusiasm). All are interested now. "All right, then

you are going to have a good start by being given one of these little boxes of Cream of Wheat." (Cheers and applause.)

Director continues: "Then you can't say (using tone of voice used by small children). 'Well, we would have had cooked cereal for breakfast this morning, only my mother didn't have any, but she is going to get some.' You can start by using this, and have her get some more." (Hearty laughter.)

Director holds up small box and says, "I want each of you to notice the lovely, strong, white teeth this man has. I am sure it was



cooked cereal and milk that helped to make them so. I am also positive he uses a tooth brush twice a day to keep them so clean and shining." (Director leaves stage amid cheers and applause). Assistant director carries out plan with hearty co-operation of all concerned.

No doubt you have guessed before this that the stages are the class rooms, the assistant directors are the teachers, the actors are the pupils and the director is the school nurse. The company furnishing the valuable method of "learning by doing" is the Cream of Wheat Company.

* * *

Community Recreation

Impressions of recreation systems secured during an eastern tour and through attendance at the National Recreation Congress recently held under auspices of the Playground and Recreational Association of America, at Atlantic City, as given by George W. Braden, western representative of the Playground and Recreation Association of America.

WESTCHESTER and Essex counties, New York, both operate recreation commissions and promote extensive recreation programs. Westchester county is making capital expenditures of \$33,000,000 and Essex county \$9,000,000.

Walking, baseball, swimming, tennis, horse-

back riding, boating, golf, dancing, soccer, fishing and hunting, picnicing and camping, whistling, and singing, are still the best all-around recreations for the American.

Aside from the fact of lessened juvenile delinquency fewer accidents and deaths from street traffic and transcending vicious back alley gang leadership, play areas and play leaders should be provided because children have a divine right to play, for play to the child is life.

The Winsome Flapper

The "flapper" at her best is more active, healthy-minded, far-seeing, frank and whole-hearted than the best types of the same age 25 years ago.

At the present time nobody seems to know exactly how much a city should put into land and structures, annual operation and maintenance budgets and organized programs but there is increasing evidence that capital investment should equal 5 per cent of total assessed valuation, that annual operation maintenance budget should go into the upkeep of facilities for active recreation and the promotion of organized activities.

* * *

PLANs for a university for the west coast of Mexico are being developed by Dr. C. N. Thomas, former colonizing and industrial agent of the Southern Pacific Railroad of Mexico. It is his conviction that such an institution of learning, planned along the lines of Hampton and Tuskegee, as a gift from the people of California to the people of western Mexico, would be an invaluable means of cementing the friendship between the two groups. Dr. Thomas, who resides at Fairfax, California, is making many addresses throughout the state in behalf of this project. He has enlisted the support of many distinguished educators headed by Dr. David Starr Jordan, president emeritus of Stanford University.

* * *

YOSEMITE BOYS' CAMP, conducted by Charles F. Goodwin of San Francisco, announces its fourth season—June 19 to July 17 are the inclusive dates. The camp will be located in close proximity to Camp Curry. Mr. Goodwin will have associated with him this year Mr. William Lloyd Conwell who is an experienced worker with boys and with summer camps. Raymond O. Hanson, scout executive of the San Francisco District Council, heartily endorses the Goodwin Camp.



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When your children start school, they have traveled less than one-fourth of the way up the "hill of growth" which, nutrition experts tell us, holds its upward course for a quarter century.

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Items of public interest from Proceedings of the State Board of Education, April 4-9, 1927

WM. JOHN COOPER, *Secretary*

STATE Board of Education met in regular quarterly session in Sacramento, California, April 4, 1927.

The board adopted the new state plan of Vocational Education for California submitted by Commissioner Ricciardi for approval, to be effective July 1, 1927.

A communication received from the secretary of the Pacific Arts Association, asking for a State Commissioner of Art Education, was, on recommendation of the Superintendent deferred until a later meeting, and the further request that one year of art be required for entrance to teachers colleges, was referred to the high school principals convention for report.

The Director of Education presented the resignation of President C. L. McLane of the Fresno State Teachers College and recommended its acceptance. A resolution was unanimously passed in appreciation of the thirty-three years' service which Mr. McLane had rendered to the schools of California.

The secretary was instructed to report at the July meeting proposed amendments of the board's rules governing procedure in revoking and suspending credentials.

The afternoon of Tuesday was devoted to a public hearing in the matter of geography texts. The report of Miss Heffernan, which incorporated the evaluations of the expert readers, was presented and the bids opened. All reports were unanimous, favoring Smith's Human Geography published by The John C. Winston Co., and the president and secretary were directed to enter into a contract with this company for the use of copyright and plates by the state for a period of four years, the volume to be printed in two books, one for the seventh grade and one for the eighth grade.

On recommendation of the Textbook Committee, the secretary was instructed to advertise for bids for textbooks in Language Study for use in grades three, four, five, six, seven and eight, such bids to be received July 1, 1927.

R. J. Werner, Commissioner of Secondary Schools, presented his quarterly report, including the submission of high school courses of study for approval by the board. The report was accepted and the courses of study approved.

Supervisor Neilson presented his quarterly report and was authorized to have 1200 copies of the Physical Education News Letter printed; to organize a research group for investigations in

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Bids Wanted for Textbook Material In Language Study

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California textbook material, as follows:

Language Study material for the third, fourth, fifth, sixth, seventh and eighth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before July 1, 1927.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook material in Language Study," may be submitted on or before the hour of 4 o'clock p. m. of July 1, 1927.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION

Sacramento, California

Wm. John Cooper, Secretary

physical education and prepare a new syllabus which might serve as a basic course of study.

The request of Supervisor Neilson to call a conference of heads of departments of Physical Education at Stanford University was approved.

Two new credentials were authorized: Miscellaneous Type in Child Study and Parent Education, secondary grade, and Miscellaneous Type in Adult Education, secondary grade.

The entire matter of credentials was canvassed thoroughly in conference with the state teachers college presidents on Friday morning, and the secretary was directed to bring in a complete report on credentials at the October meeting of the board.

Presidents Phelps and Swetman reported on the National meeting of the American Association of Teachers Colleges, commenting especially upon the standards set. The same two presidents were authorized to attend the national meeting in 1928.

Mrs. Stearns was authorized to attend the state teachers college conference at San Diego on April 29 and 30.

CITY Teachers' Club of Long Beach held its third annual reception for Mr. W. L. Stephens, City Superintendent, to hear his report of the Dallas meeting of the Department of Superintendence, of the National Educational Association. Following the reception, which was held in the Polytechnic High School, Mr. Stephens gave a most interesting report of the convention.

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Presidential Appointments

(Continued from Page 273)

accepted with regret that the state is to lose his further active service.

2. That the State of California, through this Board, thank Mr. McLane for his splendid service in educational administration and particularly for remarkable success in establishing, developing and bringing to a position of high rank, both in faculty and in buildings, the State Teachers College at Fresno.

3. That the members of this Board wish President McLane an enjoyable and personally profitable retirement period of many years duration.

March 29, 1927.

Hon. William John Cooper
State Director of Education
Sacramento, California

Dear Sir:

In accordance with the announcement of my proposed retirement at the close of the present academic year, made to Superintendent Wood some time ago, I hereby present to you and through you to the State Board of Education my resignation as President of the Fresno State Teachers College, to take effect June 30, 1927.

In severing my connection with the educational system of the state I am mindful of the many courtesies that have been extended to me by state and local authorities during my thirty-three years of service in Fresno. It is with a feeling of deep regret that I sever the official relationships that I have so long and so pleasantly held with these officials and with my co-workers in the field of education.

Sincerely yours,

(Signed) C. L. McLANE,

President, State Teachers College, Fresno, Calif.

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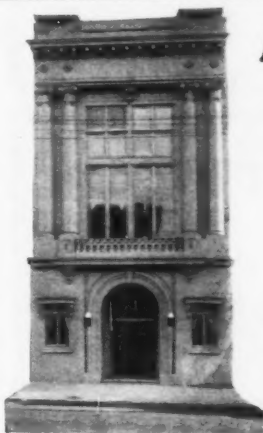
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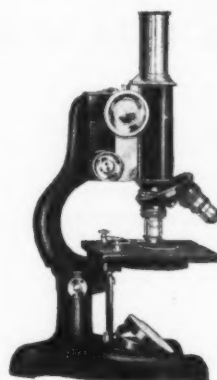
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(Continued from Page 270)

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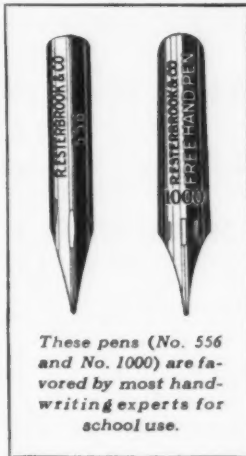
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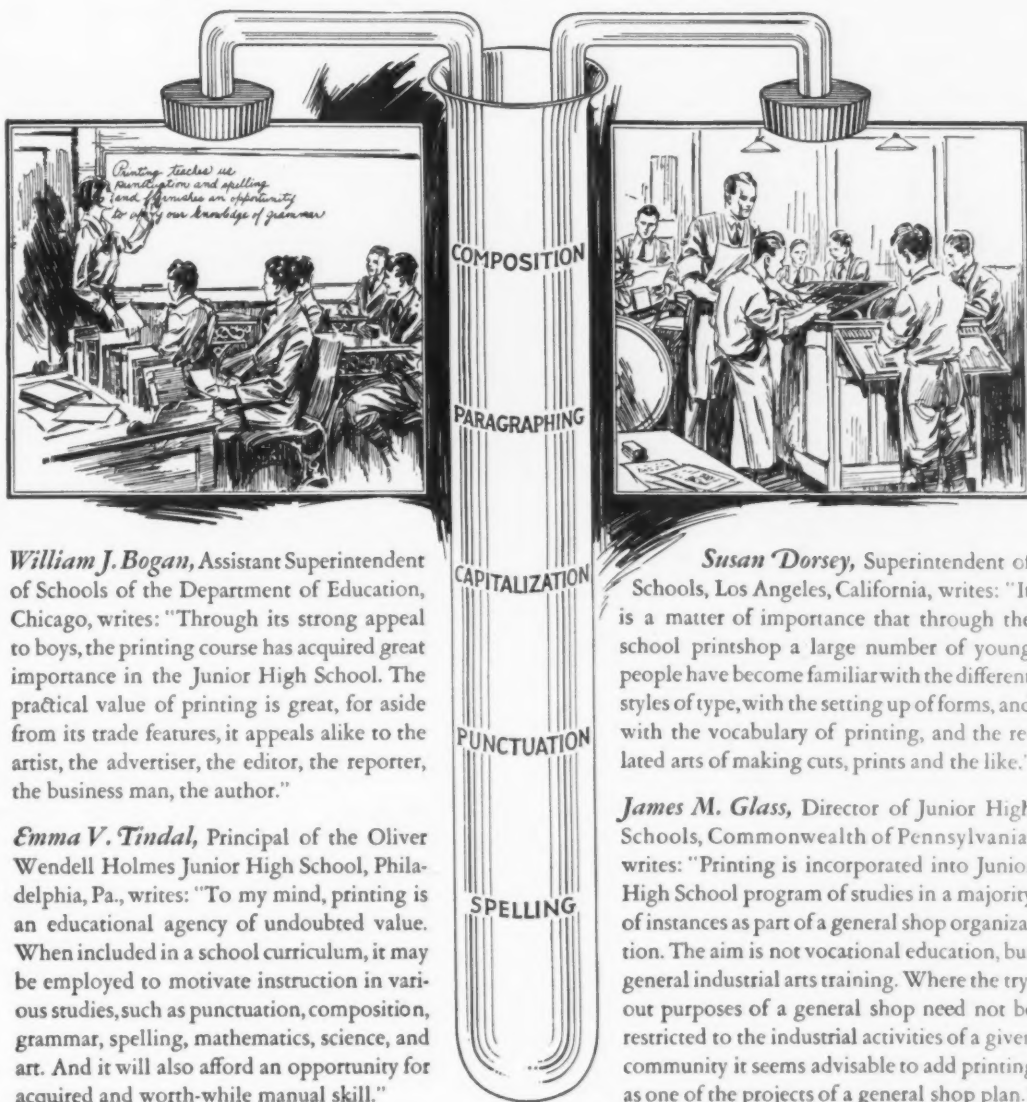
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Emma V. Tindal, Principal of the Oliver Wendell Holmes Junior High School, Philadelphia, Pa., writes: "To my mind, printing is an educational agency of undoubted value. When included in a school curriculum, it may be employed to motivate instruction in various studies, such as punctuation, composition, grammar, spelling, mathematics, science, and art. And it will also afford an opportunity for acquired and worth-while manual skill."

Susan Dorsey, Superintendent of Schools, Los Angeles, California, writes: "It is a matter of importance that through the school printshop a large number of young people have become familiar with the different styles of type, with the setting up of forms, and with the vocabulary of printing, and the related arts of making cuts, prints and the like."

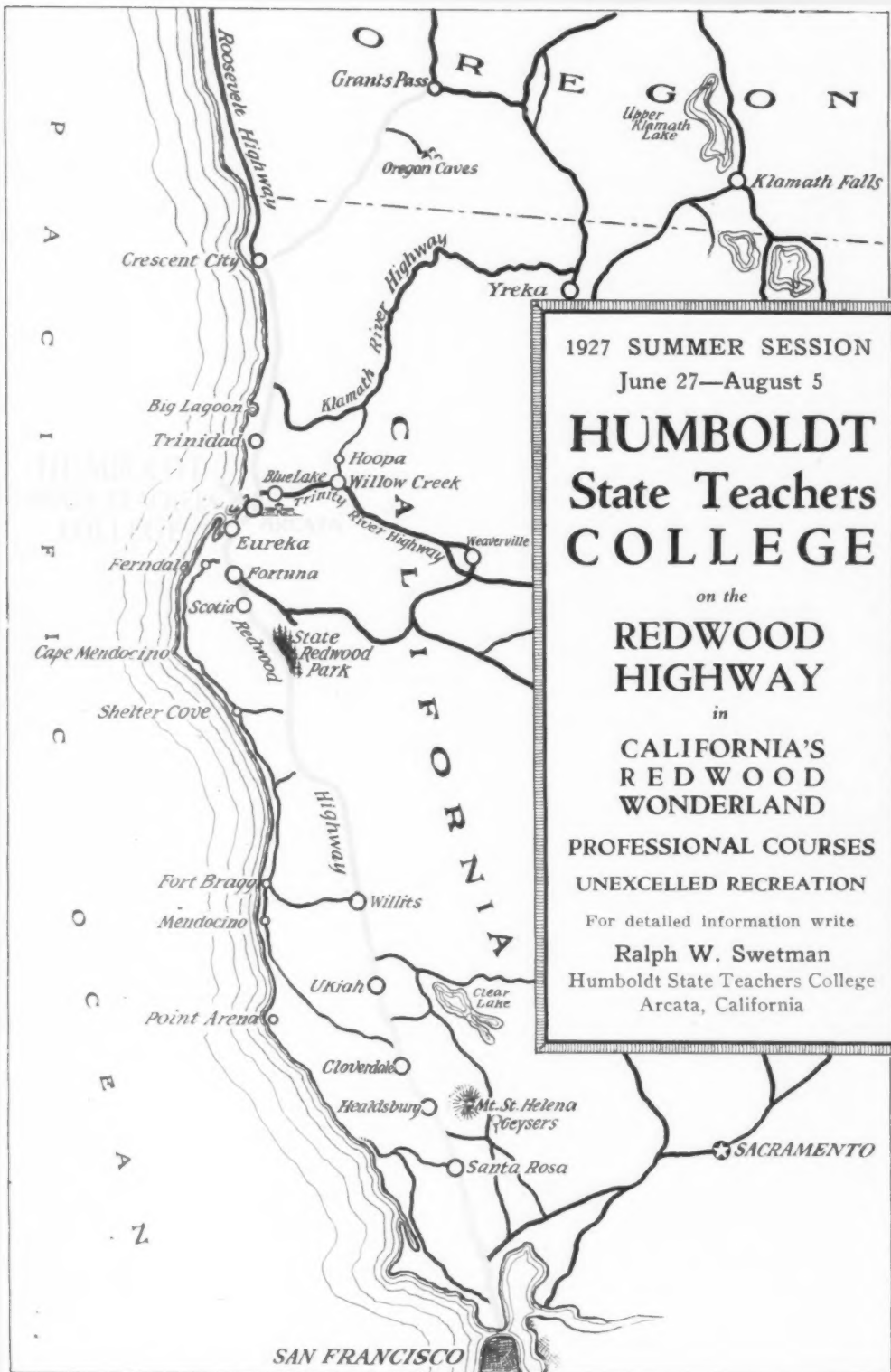
James M. Glass, Director of Junior High Schools, Commonwealth of Pennsylvania, writes: "Printing is incorporated into Junior High School program of studies in a majority of instances as part of a general shop organization. The aim is not vocational education, but general industrial arts training. Where the try-out purposes of a general shop need not be restricted to the industrial activities of a given community it seems advisable to add printing as one of the projects of a general shop plan."

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